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ABSTRACT

This report reviews background and test performance data on one large segment of potential graduate school applicants--Graduate Record Examination (GRE) test takers who were 30 years of age or older and test takers who had received their bachelor's degrees more than eight years earlier. When contrasted with younger test takers, the older group included a larger proportion of women and minorities, were less likely to aspire to doctoral degrees, and were much more likely to anticipate graduate study in the field of education. However, a sizable number of the older test takers anticipated graduate major fields in academic areas and other professional fields, and indicated that they planned to work for doctoral degrees. Although the average test scores of older test takers were lower than the average scores of younger test takers, the differences in scores on the verbal ability measure were reduced substantially when the data were examined by anticipated field of graduate study. Older test takers consistently had lower average scores on the quantitative measure. A review of the literature on learning ability and age suggests that methodological problems and changing times probably account for most of the reported age differences in both learning ability and performance. (BW)

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GRE

GRADUATE RECORD EXAMINATIONS

OLDER STUDENTS AND THE GRE APTITUDE TEST

Terry Hartle
Joan Baratz
Mary Jo Clark

GRE Board Research Report GREB No. 76-13R
ETS Research Report 83-20

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EDUCATIONAL TESTING SERVICE, PRINCETON, NJ

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Older Students and the GRE Aptitude Test

Terry Hartle
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GRE Board Research Report GREB No. 76-13R

June 1983

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Abstract

This report reviews background and test performance data on one large segment of potential graduate school applicants--GRE test takers who were 30 years of age or older and test takers who had received their bachelor's degrees more than eight years earlier. It also provides a brief review of literature on the relationship of age and learning ability.

Older Students and the GRE Aptitude Test

The expansion that was the most prominent feature of graduate education in the United States in the last 20 years has drastically decelerated. Reductions in support of basic research, less financial support for graduate students, and other institutional financial problems have combined to cloud the future of graduate research and education. Despite these problems of finance, however, graduate enrollments have continued to rise (CGS/GRE Board, 1978). Part of this growth is caused by a tight job market that induces some students to return to or remain in school; the desire for better jobs or promotions encourages other students to undertake part-time graduate studies. The dissolution of some of the social barriers that have limited the participation of women and minorities also enhances graduate school enrollments.

Many of these conditions associated with increasing graduate enrollments also indicate a more diverse graduate student body--more persons who are changing fields, who are returning to study after several years of employment or homemaking, or who are upgrading professional skills. Many of these "returning" students are in business, social work, education, or other fields that encourage a period of employment prior to graduate study or that design programs specifically for the advancement of professionals already in the field. Older students, and students who have been away from formal study for a period of time, are no novelty in such programs. Other delayed or returning students, however, choose to pursue more traditional academic goals, such as a master's or doctor's degree in chemistry or psychology or English literature, and these students differ from younger applicants only in age or the recency of previous academic enrollment.

These older applicants for admission to graduate school sometimes pose a problem for admissions committees. Questions frequently asked include: How should the undergraduate record of an older applicant be evaluated relative to the records of more recent graduates? What is the effect of grade inflation? Will older students be able to learn as quickly or easily as their younger classmates? Are scores on tests of academic aptitude useful predictors of performance in graduate study when the person has been away from school for several years? Should one expect aptitude test scores to decline with increasing age? These questions are most likely to arise in relation to the application of an older person for admission to a traditional academic graduate program, where there is no relevant experience in the field to offset years away from academic study. Few such graduate programs have sought answers to such questions, however, probably because of the relatively small number of older men and women who have applied for admission to most traditional academic degree programs.

The project reported here was undertaken by the GRE Board in response to such questions. It is an effort to learn more about older graduate school applicants, particularly about their academic interests and abilities, by examining their performance on the GRE Aptitude Test and the information the applicants supplied voluntarily when they registered to take the test.

Number of Older Students in Graduate Study

Several years ago the Carnegie Commission on Higher Education and the American Council on Education surveyed a representative sample of graduate students in American colleges and universities, reporting a normative description appropriately weighted to represent the population of graduate students (Creager, 1971). Their results included students who had been enrolled in graduate study for several years as well as those recently enrolled; nevertheless, the ages reported by respondents help us gain some appreciation for the number of older graduate students even in the early 1970's.

Table 1 summarizes the results of Creager's survey. Clearly, the largest number as well as the greatest percentage of older students are in education; 22 percent of the graduate students in education, or about 49,000 students, reported that they were at least 40 years old. Also, the fairly high proportions of older students who come from business and health fields are not surprising, since many of the graduate programs in these fields tend, like education, to build on the practical experience of students and to encourage periodic returning to study throughout one's professional career. Similarly, relatively small proportions of older students in the biosciences, mathematics, the physical sciences, and law are consistent with the tradition of early graduate study for most of those who aspire to advanced degrees and professional employment in these fields.

Somewhat more surprising, however, are the ages reported by graduate students in the arts and humanities and the social sciences, where 12.4 percent and 9.9 percent respectively were at least 40 years old. Such proportions represent about 19,000 students in the arts and humanities and more than 11,000 students in the social sciences. No doubt these numbers include some "perpetual students" who are attempting to complete long-overdue degree requirements. In addition, the data are 10 years old. Taking both of these limitations into consideration, however, the number of American graduate students beyond the "traditional" ages of 22 to 30 appears to be sizable in certain research-oriented as well as practice-oriented fields.

Table 1

The Ages of American Graduate Students in 1969

Department of Graduate Study	Total Weighted Number	Percentage Age 30 or more	Percentage Age 40 or more
Biosciences	54,727	18.4	3.9
Business	81,440	37.6	10.5
Education	222,885	53.0	22.0
Engineering	79,981	31.8	4.4
Arts and Humanities	152,987	32.9	12.4
Mathematics and Physical Sciences	81,031	19.4	3.5
Social Sciences	113,663	30.5	9.9
Health Fields	16,846	38.7	15.1
Law	43,955	10.6	2.0

Note. Adapted from Creager, 1971, Tables 2 and 10.

There is no easy way to learn about the number and characteristics of all the men and women who apply for admission to graduate study in any given year. However, one large segment of this group undoubtedly consists of those who elect to take the GRE Aptitude Test. At the least, the test takers must think that they will possibly apply for admission to one or more of the graduate programs that require or recommend GRE scores as part of the admissions procedure. We do not know how many actually complete an application for admission or the number who finally enroll. We do, however, know the ages of the test takers, their anticipated graduate fields of study, and the years in which they earned their undergraduate degrees. Though limited to GRE test takers, and therefore only one part of the total graduate applicant population, the characteristics of test takers of various ages would appear to provide more information about older applicants to graduate school than is currently available from any other source. In addition, the data should provide an improved frame of reference for interpreting the GRE verbal and quantitative ability scores that are submitted to graduate schools by applicants of various ages.

This report focuses on the characteristics of the 234,796 men and women who took the GRE Aptitude Test at one of the six regularly scheduled national administrations during 1975-76 and who voluntarily answered at least one of the "background questions" when they registered for the test. A general summary of responses to these background questions is available in another publication of the GRE Board (Altman & Holland, 1977), whereas this report considers only selected questions in relation to the ages of the test takers. A copy of the background questions is included in this report as Appendix A.

Characteristics of GRE Test Takers by Age

Only about half of those who took the GRE Aptitude Test in 1975-76 were 22 years of age or younger, the usual age of college graduation. Though there was a steady decline in the number of test takers at each year of age beyond 22, more than 34,000 of the test takers (about 15%) were 30 or older; more than 2,500 (about 1%) were 50 or older. About two-thirds of the test takers had not yet completed their undergraduate studies or had received their degrees in the previous spring. Almost all of those age 22 or less were in this group; but this group also included more than 7,000 persons age 30 or more. In contrast, almost all of the 19,000 men and women who took the test more than eight years after receiving their bachelor's degrees (about 8% of the total) were over 30. These divisions--age 22 or less, 23-29, 30 or more, and more than eight years after the bachelor's degree--appeared to provide reasonable contrasts between "younger" and "older" potential applicants to graduate school and were adopted as analytic categories for this report. A cross tabulation of cases in categories related to age and years since the bachelor's degree is presented in Table 2.

Table 2

Age and Years Since the Bachelor's Degree[a]

Age	Bachelor's Degree											
	Within one year			2-8 years earlier			More than 8 years earlier			Total response		
	N	% Col.	% Row	N	% Col.	% Row	N	% Col.	% Row	N	% Col.	% Row
22 or less	106,944	74	98	2,244	4	2	0	0	0	109,188	48	100
23-29	30,807	21	37	52,812	83	63	376	2	0	83,995	37	100
30 or more	7,199	5	21	8,617	14	25	18,350	98	54	34,166	15	100
TOTAL RESPONSE	144,950	100	64	63,673	100	28	18,726	100	8	227,349	100	100

[a]Test takers who failed to answer the age or degree date questions are omitted from the table. The population is 234,796 men and women who took the GRE Aptitude Test at one of six regularly scheduled national administrations during 1975-76 and who responded to one or more background questions.

The test takers who were 30 years old or older are of particular interest in this report. Table 2 indicates that only slightly more than half of them earned undergraduate degrees more than eight years earlier. These might be termed the "returning" students--the men and women considering graduate study several years after completing their undergraduate studies. The others in the 30-and-over group completed their bachelor's degrees more recently, or were still enrolled as undergraduates when they took the GRE Aptitude Test. Their condition might be termed "delayed," since they were beyond the usual age of about 22 when completing the baccalaureate, but were like the younger test takers in their plans to move fairly quickly from undergraduate to graduate study.

Though the "older" categories in this report are labeled "age 30 or more," and "bachelor's degree more than eight years earlier," it should be emphasized that many of the test-takers in these groups were much older and much farther removed from their undergraduate studies than is suggested by the numbers in the labels. Figure 1 shows the distribution of ages and years since degree for the test takers in these categories. More than a quarter of the 30-or-more group were 42 or older; almost 40 percent of the prospective "returning" students reported more than 15 years since earning their bachelor's degrees, and 20 percent reported having finished their undergraduate studies more than 20 years earlier. Because there were some persons in each group who were beyond the usual age of college graduation, there are larger percentages of older students than of returning students at all but the first age/time periods in Figure 1.

Since the background questions (see Appendix A) did not ask about the nonacademic activities of respondents, we can only speculate about the life experiences of test takers in either the "returning" or "delayed" category. Clearly, these people made decisions about higher education that were different from the decisions made by test takers who were 22 or younger, such as deciding to postpone undergraduate degrees, to take time out from studies to raise a family, or to work for a period of time before entering graduate school. Such intervening experiences as these may have contributed to some decay in the skills being measured by the GRE tests of developed verbal and quantitative abilities. On the other hand, we know that some of the test takers had been taking graduate courses, and we can assume that some had been working in positions that should improve their ability to deal with the test materials. Unfortunately, the details of such activities are not available to us. Instead, we are limited to a less satisfying but more manageable question: In what ways are these "returning" or "delayed" older test takers similar to or different from the younger test takers? Table 3 summarizes the comparisons that can be made from information supplied on the background questionnaires.

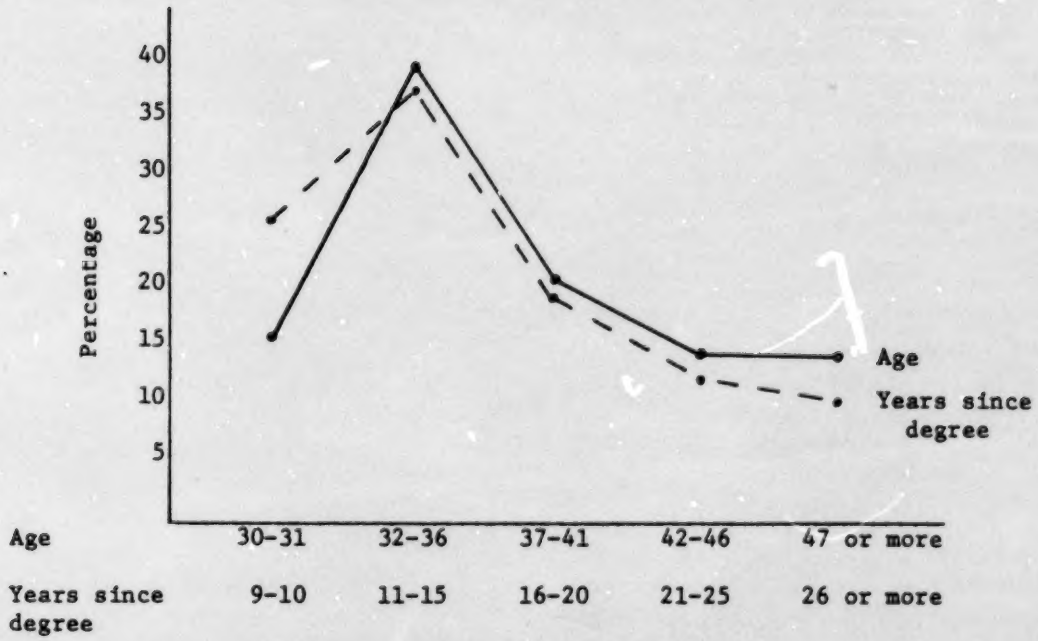

Figure 1. Distribution of test takers age 30 or more and more than eight years after receiving the bachelor's degree. (Adapted from Altman & Holland, 1977, Tables 7 and 11.)

Table 3

Comparisons of Age Groups
(in percentages)[a]

	Age			Bachelor's more than 8 years earlier
	22 or less	23-29	30 or more	
Bachelor's degree:				
within one year	98%	37%	21%	--
2-8 years earlier	2	63	25	--
more than 8 years earlier	0	0	54	100%
Type of undergraduate institution:				
Public	59	73	68	64
Private	41	27	32	36
Gender:				
Male	48	55	45	41
Female	52	45	55	59
Ethnic identification:[b]				
American Indian	0.3	0.5	0.7	0.5
Black	5.7	5.7	9.4	9.7
Mexican American	0.8	1.7	2.0	1.3
Oriental	1.5	1.0	1.0	1.2
Puerto Rican	0.6	0.6	0.6	0.5
Other Hispanic	0.4	0.5	0.6	0.3
White	84.3	84.1	80.6	81.6
Other and NA	6.5	5.9	5.3	4.8
Degree Objective:				
Nondegree study	1	1	1	1
Master's	57	65	65	62
Intermediate	2	2	3	4
Doctorate	36	29	30	32
Postdoctorate	4	3	1	1
Previous graduate study:				
No	94	67	47	36
Yes, half-time or more	6	33	53	64

(continued on next page)

Table 3
(cont'd.)

	Age			Bachelor's more than 8 years earlier
	22 or less	23-29	30 or more	
Intended graduate major field:[c]				
Chemistry	1.8%	0.8%	0.3%	0.3%
English	2.5	2.4	2.0	1.8
History	2.0	1.6	1.2	0.9
Psychology	7.4	5.8	4.7	3.3
Education	5.5	11.2	16.4	19.6
Guidance/Counseling	1.7	3.1	4.0	4.4
Education Administration	0.5	2.1	6.3	8.5
Business/Commerce	2.0	2.0	2.4	2.1
Public Administration	1.3	1.8	2.5	2.1
Social work	2.1	1.9	1.6	1.4
Nursing	1.1	2.5	3.1	2.5
Library Science	1.5	2.1	2.8	3.4
Undecided	6.6	3.4	2.5	2.0

[a]Percentages are based on the number of persons who answered the relevant set of questions and who took the GRE Aptitude Test between September 1975 and June 1976. Total base N's range from 232,920 for age and sex to 213,245 for U.S. citizens by age and ethnicity. See the marginals in Table 2 for the maximum number of test takers in each category.

[b]See Table 4 for N's.

[c]Tables in Appendix C rank order intended graduate major fields by number of men and women in each age category who indicated that field. Only specific fields attracting 1.8 percent or more of the total number in at least one age category are listed in Table 3.

The distribution of men and women by age group that is reported in Table 3 is consistent with what we know about the ages of men and women when they graduate from college--a higher proportion of men in the 23-29 age group, probably reflecting military service or other brief delays in completing their undergraduate studies, and more women in the 30-or-more group, probably reflecting some tendency to postpone both undergraduate and graduate study in favor of marriage and motherhood (cf., Baird, Clark, & Hartnett, 1973, p. 94). In addition, we have come to expect that a disproportionate number of older applicants to graduate school will be women who have spent several years raising families and now want to prepare for or reenter careers requiring postbaccalaureate study. This pattern is reflected in the larger percentage of women than men in the group of test takers who finished their undergraduate degrees more than eight years earlier (59% vs. 41%).

Ethnic and racial minorities tend to be somewhat overrepresented in the older age group of test takers, and blacks, particularly, are overrepresented in the group proposing to return to study more than eight years after the baccalaureate. Though some minority test-takers enter almost every field of graduate study, more than half of them intend to enter the fields of education, the behavioral sciences, and other social sciences, which are also the fields that attract the largest number of older test takers (see Table 4 of this report and Altman & Holland, 1977, p. 32).

Table 3 also summarizes the degree objectives of test takers in the different age categories. The anticipated highest degrees vary somewhat by age group, but they are not as different as might be expected given the groups' rather different life situations and, as we will see shortly, differences in their anticipated major fields. Test-takers who plan to continue immediately from undergraduate to graduate study are most likely to aspire to the doctorate or post-doctorate (40%); however, this is also the degree objective of 33 percent of the prospective graduate students who are more than eight years away from their undergraduate studies. The latter group is much more likely to have already pursued some graduate study (64% vs. 6%), which might be expected to result in degree objectives and choices of graduate major field that are somewhat more stable than the intentions of college seniors and recent graduates. Also, fewer of the older test takers are "undecided" about their intended graduate major field.

The last section of Table 3 lists 12 specific major fields and the percentage of all test takers in each age group who indicated plans to undertake graduate study in each field. These are the individual fields that attract the largest number of graduate students--about 30 percent of those age 22 or less, 37 percent of those age 23-29, 47 percent in the 30-or-more group, and half of those more than eight years beyond the bachelor's degree. In

Table 4

Number and Percentage of GRE Test takers

by Age and Ethnicity

(U.S. Citzens Only)

Ethnicity	Age			Bachelor's more than 8 years earlier
	22 or less	23-29	30 or more	
American Indian				
Number	309	351	217	82
Percentage	0.3	0.5	0.7	0.5
Black				
Number	5942	4338	2972	1704
Percentage	5.7	5.7	9.4	9.7
Mexican American				
Number	817	1261	624	236
Percentage	0.8	1.7	2.0	1.3
Oriental				
Number	1524	734	303	210
Percentage	1.5	1.0	1.0	1.2
Puerto Rican				
Number	603	463	182	87
Percentage	0.6	0.6	0.6	0.5
Other Hispanic				
Number	426	365	181	60
Percentage	0.4	0.5	0.6	0.3
White				
Number	87953	63613	25567	14288
Percentage	84.3	84.1	80.6	81.6
Other				
Number	1995	1524	406	195
Percentage	1.9	2.0	1.3	1.1
No reponse				
Number	4796	2964	1267	651
Percentage	4.6	3.9	4.0	3.7
TOTAL Number	104365	75613	31719	17513
Percentage	100.1	100.0	100.2	99.9

general, plans to undertake graduate study in traditional academic fields (the first cluster) decline with age and with time away from the baccalaureate; plans for graduate study in professional fields (the second and third clusters) remain steady or increase with age. The most dramatic shift is in education, which attracts about 8 percent of those who plan to take graduate work right after college and four times that percentage of those more than eight years beyond undergraduate degrees. No doubt many of the older test takers have work experience and also previous graduate study in the indicated professional field and are contemplating an advanced degree to increase employment options in a career direction that is already established. Others may be changing career direction or preparing to reenter employment. Professional fields also may be somewhat more attractive than academic fields among older persons because the relationship to employment is more clear-cut, the time needed to complete the degree is often shorter, and frequently there are special arrangements for part-time or evening study. These conditions will obviously have greater weight in the career decisions of adults with family and other economic responsibilities than in the career decisions of those who have not yet taken on such responsibilities. It should be noted, however, that even a traditional academic field like chemistry is the aim of some test takers who are far removed from their undergraduate studies.

A more general summary of intended graduate major fields by test taker's age is presented in Table 5. Education, the behavioral sciences, other social sciences, and the humanities attract the largest number of older test takers (columns 3 and 4); the behavioral sciences, biological sciences, humanities, other social sciences, and education are most popular among the youngest test takers (column 1). Again we note that the proportion interested in education is much greater among older test takers; relative interest in the social and behavioral sciences, the humanities, and the arts remains fairly stable across the age groups, and there is much less interest in the biological and physical sciences in the older groups. As might be expected from the sex and ethnic distributions reported in Table 3, the major areas that are most attractive to older test takers also tend to be fields that attract relatively high proportions of women and nonwhites, as reported in Tables 39 and 42 of the summary of background data presented by Altman & Holland (1977).

Test Scores by Age and Sex

Questions about GRE test scores as measures of academic ability for older graduate school applicants, and particularly for those who have been away from formal study for a number of years, do not lend themselves to simple answers. As we have seen in

Table 5

Intended Graduate Major Area by Age[a]

		Age			Bachelor's more than 8 years earlier
		22 or less	23-29	30 or more	
Arts	N	3233	2252	600	327
	%C	3	3	2	2
Other Humanities	N	11752	8060	2738	1411
	%C	11	10	8	8
Education	N	9561	15312	9794	6479
	%C	9	18	29	35
Other Social Sciences	N	10294	8189	3633	1887
	%C	10	10	11	10
Behavioral Science	N	25730	20217	8341	4001
	%C	24	24	24	21
Biological Science	N	12389	6586	1352	601
	%C	12	8	4	3
Health	N	7123	5881	2040	944
	%C	7	7	6	5
Applied Biology	N	2541	1397	298	192
	%C	2	2	1	1
Engineering	N	4521	3503	787	370
	%C	4	4	2	2
Math Science	N	3109	1698	471	282
	%C	3	2	1	2
Physical Science	N	6662	3712	805	402
	%C	6	4	2	2
Not in above	N	3505	4003	2597	1402
	%C	3	5	8	8
Undecided	N	7095	2833	842	371
	%C	7	3	2	2
TOTAL RESPONSE	N	107515	83653	34298	18669
	%C	100	100	100	100

[a]See Appendix B for lists of disciplines included in each group. Based on GRE test takers, October 1975 to June 1976, who took the GRE Aptitude Test and completed the background questionnaire.

the previous section, test takers' age differences are associated with intended graduate field of study, gender, ethnic identification, and previous graduate study, in addition to the number of years since receiving the undergraduate degree. Also, GRE test takers are not a random sample of college graduates in various age groups. Since we know from other reports (e.g., ETS, 1973; Altman & Holland, 1977) that there are differences in the GRE verbal and quantitative mean scores of persons classified by major field or by sex, we would not expect mean scores based on different proportions of these groups to be the same. We are not surprised, therefore, to note in Table 6 that there are differences in the mean verbal and quantitative scores of test takers classified by age or years since receiving the bachelor's degree.

The average GRE verbal score for all male and female test takers in 1975-76 was almost exactly the same--497 for men, 499 for women. Looking first at mean verbal scores in Table 5, we see that the youngest group of test takers (and particularly young males) scored above the mean, whereas older males scored slightly lower than the mean. For both men and women the variability of verbal scores is greater in the older age groups, as indicated by larger standard deviations; however, the average verbal score of women who are 30 or more is about equal to the verbal score of younger women. In fact, those who were more than eight years beyond the baccalaureate on the average scored above the mean for all women. Thus, even without taking into account the different fields of study anticipated by the younger and older groups, there is no indication that older women (defined either by age or years since the baccalaureate) who elect to take the GRE Aptitude Test earn lower verbal scores on the average than do women college seniors or recent graduates. The slightly lower average verbal scores of older men may reflect a tendency for a larger percentage of very bright young men to pursue graduate studies directly after receiving the undergraduate degree, whereas more of the very bright women do not undertake graduate study immediately after college, but begin it several years later.

The average GRE quantitative score for all test takers in 1975-76 was 514, with marked differences in the mean scores of men (554) and women (473). This difference is reflected in the mean quantitative scores of men and women in each age group in Table 6, though the difference between the mean quantitative scores of the two sexes decreases somewhat with increasing age (89 points between quantitative scores for men and women age 22 or less, as compared with 70 points for those age 30 or more). For both sexes, the average quantitative scores earned by older age groups are lower than the average scores earned by the younger age groups. As with the verbal score, test takers "returning" eight or more years after the baccalaureate averaged slightly higher quantitative scores than did all those age 30 or more, suggesting the influence of self-selection, particularly among those planning graduate study several years after earning the bachelor's degree.

Table 6

Mean GRE Scores by Age and Sex[a]

		Age						Bachelor's more than 8 years earlier	
		22 or less		23-29		30 or more			
		GRE V	GRE Q	GRE V	GRE Q	GRE V	GRE Q	GRE V	GRE Q
Male	Mean	517	588	486	540	467	485	483	498
	S.D.	114	127	129	130	131	134	133	135
Female	Mean	506	499	492	464	496	416	506	425
	S.D.	117	122	125	119	132	116	134	118
Total	Mean	511	542	489	506	483	447	496	455
	S.D.	116	132	127	131	132	129	134	130

[a]Based on GRE test takers, October 1975 to June 1976, who took the GRE Aptitude Test and completed the background questionnaire.

Test Scores by Field

More detailed information about the average GRE Aptitude Test scores of prospective graduate students in specific fields is provided in Tables 7 and 8. Table 7 lists the number and mean GRE verbal and quantitative scores, by age group and sex, for each of eight academic fields. Table 8 lists similar information for each of seven professional fields. Data in these two tables are compiled from detailed tables of mean scores by field, sex, and age that are attached to this report as Appendix C.

The patterns of mean test scores suggested by the data in Table 6 are apparent in these field-by-field summaries. Although there is an occasional exception for a specific field, in general the highest mean Aptitude Test scores were earned by prospective graduate students who were age 22 or less; test takers beyond this age tended to average lower scores, especially on the quantitative measure. However, there are some notable exceptions for verbal scores, especially among prospective applicants in professional fields (Table 8) and among women over age 30 who are considering graduate study in academic fields (Table 7). In both of these cases, frequently the average verbal scores of older test takers were higher than the average verbal scores of those going directly from college to graduate school, suggesting a high level of self-selection among these applicants.

The average quantitative scores of both men and women are lower in the older age groups in every field, whether academic or professional, although here, too, self-selection is indicated by the relatively high average scores made on this measure by older prospective applicants in the sciences.

Clearly, the GRE verbal and quantitative scores of test takers who are beyond the usual age of admission to graduate study reflect many things--formal learning opportunities, life and employment experiences, the recency of reviewing knowledge or practicing skills required by the test (probably particularly relevant to performance on the quantitative section), and self-confidence in dealing with the testing situation, to name only some of the more important factors. It is likely that these factors are much more highly related to differences in test scores than is the age of the test taker.

Age and Learning Ability

Is there any evidence to suggest that a given individual might be expected to earn lower test scores with increasing age, suggesting an age-related decline in learning skills? Only scores from the reported administration of the GRE Aptitude Test to the same individuals over several years would provide a good answer to this question, and

Table 7

Mean GRE Scores by Age, Sex, and Intended Graduate Major:

Selected Academic Fields[a]

Field		Age: 22 or less M	22 or less F	23 - 29 M	23 - 29 F	30 or more M	30 or more F	Bachelor's more than 8 years earlier M	Bachelor's more than 8 years earlier F
English	V	602	585	601	579	579	589	582	605
	Q	552	487	532	469	471	422	472	430
	N	(1023)	(1624)	(929)	(1068)	(167)	(501)	(80)	(263)
French	V	572	554	579	559	498	563	503	608
	Q	539	495	504	478	473	423	441	433
	N	(83)	(361)	(47)	(122)	(19)	(44)	(11)	(26)
History	V	565	567	557	559	545	576	575	600
	Q	537	481	511	459	473	443	505	439
	N	(1331)	(789)	(916)	(380)	(246)	(167)	(102)	(71)
Economics	V	543	546	480	475	470	525	500	502
	Q	636	593	590	546	557	509	588	513
	N	(1194)	(374)	(962)	(154)	(242)	(40)	(114)	(17)
Psychology	V	533	532	538	554	546	579	593	608
	Q	561	510	541	503	513	477	542	506
	N	(3603)	(4391)	(2840)	(2007)	(610)	(986)	(240	(375)
Biology	V	516	538	511	542	473	543	466	554
	Q	601	558	575	547	477	510	491	524
	N	(1086)	(686)	(595)	(286)	(76)	(87)	(28)	(60)
Chemistry	V	531	549	469	491	456	568	468	575
	Q	664	640	610	603	582	596	491	613
	N	(1460)	(477)	(541)	(124)	(65)	(28)	(36)	(20)
Physics	V	574	548	499	488	478	526	446	493
	Q	713	667	674	651	619	616	640	648
	N	(1056)	(125)	(422)	(34)	(60)	(05)	(22)	(4)

[a]Based on GRE test takers, October 1975 to June 1976, who took the GRE Aptitude Test and completed the background questionnaire.

See Appendix C for similar data in other fields.

Table 8

Mean GRE Scores by Age, Sex, and Intended Graduate Major:

Selected Professional Fields[a]

		Age						Bachelor's more than 8 years earlier	
		22 or less		23 - 29		30 or more			
		M	F	M	F	M	F	M	F
Education	V	487	462	478	461	471	476	484	487
	Q	539	471	509	449	476	410	487	417
	N	(859)	(5000)	(2536)	(6850)	(1456)	(4156)	(821)	(2842)
Educational Administration	V	458	468	444	473	455	486	463	494
	Q	526	480	489	456	463	412	467	421
	N	(198)	(294)	(1145)	(568)	(1338)	(820)	(957)	(613)
Guidance/ Counseling	V	470	476	470	468	468	488	478	505
	Q	500	475	480	441	453	408	459	422
	N	(439)	(1403)	(1019)	(1534)	(471)	(899)	(261)	(559)
Nursing	V	476	501	526	514	486	516	388	521
	Q	546	499	530	482	451	428	363	427
	N	(23)	(1132)	(111)	(1951)	(55)	(1023)	(4)	(456)
Library Science	V	555	554	566	541	568	547	587	556
	Q	524	487	516	464	478	434	482	444
	N	(175)	(1480)	(406)	(1354)	(123)	(841)	(76)	(551)
Public Administration	V	500	502	494	518	494	529	511	561
	Q	522	469	502	459	489	436	510	463
	N	(939)	(450)	(1087)	(389)	(636)	(207)	(300)	(93)
Business and Commerce	V	583	495	466	481	478	519	494	542
	Q	587	529	557	502	543	474	559	487
	N	(1515)	(674)	(1346)	(349)	(648)	(156)	(314)	(82)

[a]Based on GRE test takers, October 1975 to June 1976, who took the GRE Aptitude Test and completed the background questionnaire.

See Appendix C for similar data in other fields.

such longitudinal data are not available. However, there has been considerable research in recent years on the stability of learning abilities over time, and the results of this research should help us anticipate the GRE test performance we might expect of older test takers.

In a recent summary of research evidence concerning adult development and learning, Knox (1977) pointed out that both longitudinal and cross-sectional studies present certain problems in the study of age trends in learning ability during adulthood. In particular, social changes may alter the learning tasks that are presented to subjects in both types of studies, and cross-sectional studies may also include persons in the different age groups who differ in ways that are unrelated to age (for example, different intended graduate major fields, as shown in Table 3 in this study).

In general, cross-sectional studies tend to report gradually lower test scores and other indexes of learning ability after about age 24 or 25. However, there is no way of knowing from such results whether any specific individual's ability would decline over time because of the likely differences in the compositions of the groups. Longitudinal studies, designed to come closer to answering this question, present a different picture. According to Knox (1977, p. 416), these studies indicate a rapid increase in learning ability into the early twenties, followed by a continued gradual increase in ability until age 60 or beyond. There may be some shifts in the ability to learn various kinds of tasks between the twenties and the sixties, with a gradual decline in fluid intelligence (the ability to engage in short-term memory, form concepts, and engage in reasoning), but any such decline probably is accompanied by a continuing gradual increase in crystallized intelligence (the ability to engage in formal reasoning and abstraction based on knowledge of the intellectual and cultural heritage of society). Knox concludes: "During adulthood, as fluid intelligence decreases and as crystallized intelligence increases, general learning ability remains relatively stable, but the older person tends to increasingly compensate for the loss of fluid intelligence by substituting wisdom for brilliance" (p. 421).

Since the GRE verbal ability measure clearly emphasizes the ability to reason and solve problems in forms that are related to cultural knowledge, or crystallized intelligence, Knox's conclusions from the research literature would not lead us to expect that any given individual would score lower on the verbal section of the test with increasing age and might, in fact, score higher with increasing age, at least up to age 60 or more.

Schaie and Gribbin (1975, p. 73) reported that a number of studies "have now conclusively demonstrated that actual decrement for Verbal Meaning, Space, Reasoning, and Number does not occur

until the late sixties." However, an earlier longitudinal study indicated no change in verbally-related abilities but "a significant decline on the numerical component" (Owens & Charles, 1963, p. 143), and tests of developed mathematical skills like the SAT mathematics test or the GRE quantitative measure almost always show lower scores for older test takers. Reasons for the lower scores by older test takers on the GRE quantitative ability measure are not clear, but they appear to operate similarly for men and for women and to be unrelated to performance on the verbal measure. It seems likely that performance on this quantitative part of the test is influenced to a considerable extent by the recency of involvement with or review of mathematical operations and concepts.

The cross-sectional studies of age trends in learning ability indicate an increasing range of individual differences in learning abilities from the twenties through the fifties, probably reflecting greater variability in life experiences, health, and personalities in the older age groups. Thus, average trends in learning ability will be lowered by including the adults who have been adversely affected by life's conditions, but the abilities of other individuals of the same age will remain high. It seems likely that older persons who are thinking of returning to graduate study and who elect to take the GRE Aptitude Test are self-selected from among the more intellectually active members of their age groups.

Some of the performance and motivational factors that are more likely to interfere with the intellectual functioning of older adults include a greater tendency toward cautiousness (less willingness to be embarrassed or to guess); slower responses, including possibly a slowing of information processing, so that time limitations may be emotionally upsetting; problems with eyesight or hearing; and an increase in susceptibility to distraction with increasing age (Schonfield, Schaie, & Birren, 1974; Schaie & Gribbin, 1975). However, it should be emphasized that most of the studies that reported these results were contrasting subjects in their twenties with those who were 60 or more; few if any of these conditions should affect the "older" test takers in this report, most of whom are in their thirties and forties.

Predictive Validity

There is some evidence that college admission based on test scores and high school grades will underpredict the first-year grade point average of applicants age 21 or more who accept college admission (American College Testing Program, 1973, pp. 260-264). The elimination of the use of test scores with adults has been suggested, but the ACT analyses suggest that test scores will tend to be better predictors of college grades than high school grades for the older group. The relationship between GRE test scores, college grades, and first-year graduate school grades for older test takers has yet to be examined.

Conclusions

This review of one large segment of potential graduate school applicants, the men and women who took the GRE Aptitude Test in 1975-76, indicates that many of them are well beyond the usual age of college attendance. Two ways of identifying "older" potential graduate students were used: test takers 30 years of age or older, and test takers who had received their bachelor's degrees more than eight years earlier (essentially, a subset of the 30-and-over age group). When contrasted with test takers who were 22 or younger, the older groups included a larger proportion of women and minorities, were less likely to aspire to doctoral degrees, and were much more likely to anticipate graduate study in the field of education. However, a sizable number of the older test takers anticipated graduate major fields in academic areas, as well as in other professional fields, and indicated that they planned to work for doctoral degrees.

Although the average test scores of older test takers were lower than the average scores of younger test takers, in many cases the differences in scores on the verbal ability measure disappeared or were reduced substantially when the data were examined by anticipated field of graduate study. Older test takers consistently had lower average scores on the quantitative measure. Differences in performance on the two measures may reflect differences in opportunities for adults to maintain verbal and quantitative skills, with much more verbal stimulation in everyday living for most persons.

A brief review of the literature on learning ability and age suggests that methodological problems and changing times probably account for most of the reported age differences in both learning ability and performance. One author refers to this as the "myth of intellectual decline," noting that "the presumed universal decline in adult intelligence is at best a methodological artifact and at worst a popular misunderstanding of the relation between individual development and sociocultural change" (Schaie, 1974, p. 802).

The evidence presented in this report suggests that older individuals who elect to take the GRE Aptitude Test earn scores on the verbal section that average about the same as the verbal section scores of college seniors who expect to enter the same graduate fields of study. Because of different score levels among fields and different mixes of fields among age groups, the overall average verbal scores are lower for the older age groups, but these differences are largely eliminated when the verbal test scores are examined field by field. This is not the case for scores on the quantitative section of the test; the average quantitative scores of both men and women in the older age groups are lower than the average quantitative scores of those age 22 or less regardless of field. There are no data to help explain why the quantitative scores are low for older

test takers, but one might speculate that extent of use in every day life and changing social conditions (such as the increased use of computers and hand calculators) might help explain the differences.

Unfortunately, information about the relative performance of younger and older graduate students was not available for this report, and it is these data that would be most helpful in determining the usefulness of the GRE Aptitude Test scores earned by older test takers when such applicants are considered for graduate admission. From the data avilable, it appears that, in any given department, verbal scores probably can be treated similarly for applicants of all ages. The lower quantitative scores of older applicants may or may not be important depending on the field, and the skills may or may not respond to intensive review or relearning once an individual is enrolled in a graduate program of study. Only further study will answer these questions.

The data reported in this study are for GRE test takers only; they do not accurately reflect all aspects of graduate admissions, where many decisions are made on the basis of applicants' past experience, motivation, and purpose rather than test performance. In many fields, those taking the GRE tests are a small proportion of those who apply for admission. Therefore, these results should be interpreted cautiously, consistent with their status as self-selected samples of college graduates at various points in their lives rather than representative samples of different age groups.

Graduate departments with sizable numbers of older students could help answer the predictive validity questions by systematically collecting and sharing data on admissions criteria and graduate study performance for different age groups of applicants. It seems likely that other factors may be increasingly important for older applicants, such as reasons for wanting to undertake a particular program of study, economic and personal responsibilities at home and at work, and self-confidence. These and other factors, in addition to test scores and previous grade records, deserve further study.

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APPENDIXES

Background Information Questions

Your answers to these questions will not affect your score in any way. They will be used for research and in group statistics to describe GRE candidate populations; individual responses will not be communicated to any institution.

In the area on your registration form titled "Background Information Questions," indicate your response to each question. We hope that you will answer all questions. However, you are free to omit any question you do not wish to answer.

A. Have you previously taken one or more GRE tests?
(1) No
(2) Yes—took the test(s) on or prior to September 30, 1975
(3) Yes—took the test(s) more recently than September 30, 1975

If your answer to question A is (3) and your responses to the rest of the questions would be the same as they were before, you need not answer the questions again.

B. Are you a citizen of the United States?
(1) Yes (2) No

C. Do you communicate better in English than in any other language?
(1) Yes (2) No

Omit question D if you are not a United States citizen.

D. How do you describe yourself?
(1) American Indian, Eskimo, or Aleut
(2) Black or Afro-American or Negro
(3) Mexican-American or Chicano
(4) Oriental or Asian-American
(5) Puerto Rican
(6) Other Hispanic or Latin-American
(7) White or Caucasian
(8) Other

E. Approximately how many full-time undergraduate students attend the school from which you received or will receive your bachelor's degree?
(1) Fewer than 1,000
(2) 1,000 - 4,999
(3) 5,000 - 9,999
(4) 10,000 - 19,999
(5) 20,000 or more

F. Which of the following best describes your undergraduate institution?
(1) Public
(2) Private—no church affiliation
(3) Private—church affiliation

G. In what year did you receive or do you expect to receive your bachelor's degree?
(Please blacken the spaces on your registration form corresponding to the last two digits of the year.)

H. Referring to the Major Field Code List below, find your undergraduate major field of study. Blacken the spaces for that field's code number. If your major is not listed, select one of the following codes and blacken the corresponding spaces:
10 Other Foreign Languages
98 Other Humanities
80 Other Social Sciences
30 Other Biological Sciences
60 Other Physical Sciences
02 Not included in above categories

I. Which of the following best describes the graduate institution you most recently attended or currently attend on at least a half-time basis?
(1) I have never attended graduate school or have attended graduate school on less than a half-time basis only. (Skip to K.)
(2) Public
(3) Private—no church affiliation
(4) Private—church affiliation

J. In what year did you last attend graduate school on at least a half-time basis?
(Blacken the spaces on your registration form corresponding to the last two digits of the year; if you have not attended graduate school, leave this question blank.)

K. What is your eventual graduate degree objective?
(1) Nondegree study
(2) Master's (M.A., M.S., M.Ed., etc.)
(3) Intermediate (such as Specialist)
(4) Doctorate (Ph.D., Ed.D., etc.)
(5) Postdoctoral study

L. Referring to the Major Field Code List below, find the field in which you plan to do your graduate work. Blacken the spaces for that field's code number. If your intended major is not listed, or if you are undecided, select one of the following codes and blacken the corresponding spaces:
10 Other Foreign Languages
98 Other Humanities
80 Other Social Sciences
30 Other Biological Sciences
60 Other Physical Sciences
02 Not included in above categories
00 Undecided

MAJOR FIELD CODE LIST

HUMANITIES
11 Archaeology
12 Architecture
26 Art History
13 Classical Languages
28 Comparative Literature
53 Dramatic Arts
14 English
29 Far Eastern Languages and Literature
15 Fine Arts, Art, Design
16 French
17 German
18 Italian
04 Linguistics
19 Music
57 Near Eastern Languages and Literature
20 Philosophy
21 Religious Studies or
23 Spanish
24 Speech

SOCIAL SCIENCES
27 American Studies
81 Anthropology
82 Business and Commerce
83 Communications
84 Economics
85 Education (including M.A. in Teaching)
01 Educational Administration
09 Educational Psychology
70 Geography
92 Government
99 Guidance and Counseling
86 History
87 Industrial Relations and Personnel
88 International Relations
90 Library Science
91 Physical Education
92 Political Science
93 Psychology
94 Public Administration
95 Slavic Studies
73 Social Psychology
95 Social Work
96 Sociology
97 Urban Development (regional planning)

BIOLOGICAL SCIENCES
31 Agriculture
32 Anatomy
05 Audiology
33 Bacteriology
34 Biochemistry
35 Biology
36 Biophysics
39 Entomology
40 Forestry
06 Genetics
41 Home Economics
25 Hospital and Health Services Administration
42 Medicine
07 Microbiology
43 Nursing
77 Nutrition
44 Occupational Therapy
45 Optometry
46 Osteopathy
08 Parasitology
56 Pathology
03 Pharmacology
47 Pharmacy
48 Physical Therapy
49 Physiology
50 Public Health
51 Veterinary Medicine

PHYSICAL SCIENCES
54 Applied Mathematics
61 Astronomy
62 Chemistry
78 Computer Sciences
63 Engineering, Aeronautical
64 Engineering, Chemical
65 Engineering, Civil
66 Engineering, Electrical
67 Engineering, Industrial
68 Engineering, Mechanical
69 Engineering, Other
71 Geology
72 Mathematics
74 Metallurgy
76 Mining
75 Oceanography
76 Physics
59 Statistics

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Appendix B

Groups of Disciplines Used in "Major Area" Tables

Humanities:

Arts=Dramatic Art
Music
Fine Arts

Other Humanities=Archaeology
Art History
Comparative Lit.
Far Eastern Lang.
German
Linguistics
Philosophy
Russian
Speech
Other Humanities
Architecture
Classical Lang.
English
French
Italian
Near Eastern Lang.
Religion
Spanish
Other Foreign Lang.

Social Sciences:

Education=Education
Educational Admin.
Educational Psych.
Guidance
Physical Education

Other Social Sciences=Business
Communications
Industrial Relations
Journalism
Law
Library Science
Public Administration
Social Work

Behavioral Sciences=American Studies
Economics
Government
International Rel.
Slavic Study
Sociology
Other Social Sciences
Anthropology
Geography
History
Psychology
Social Psychology
Urban Development
Political Science

Biological Sciences:

Bioscience=Biochemistry
Biology
Biophysics
Botany
Genetics
Microbiology
Physiology
Zoology
Other Biological Sci.

Other Applied Biology=Agriculture
Entomology
Forestry
Home Economics
Veterinary Medicine

Health=Anatomy
Audiology
Bacteriology
Dentistry
Health Admin.
Medicine
Nursing
Nutrition
Occupational Therapy
Optometry
Osteopathy
Parasitology
Pathology
Pharmacology
Pharmacy
Physical Therapy
Public Health

Physical Sciences

Engineering=Aeronautical Eng.
Chemical Eng.
Civil Eng.
Electrical Eng.
Industrial Eng.
Mechanical Eng.
Other Eng.
Metallurgy
Mining

Math. Science=Applied Mathematics
Computer Science
Mathematics
Statistics

Physical Science=Astronomy
Chemistry
Physics
Geology
Oceanography
Other Physical Sciences

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APPENDIX C

The following tables are included as supplemental information:

Table C.1 -- Rank Order of Intended Graduate Major for Candidates Age 22 or Less

Table C.2 -- Rank Order of Intended Graduate Major for Candidates Age 23-29

Table C.3 -- Rank Order of Graduate Major for Candidates Age 30 or More

Table C.4 -- Rank Order of Intended Graduate Major for Males

Table C.5 -- Rank Order of Intended Graduate Major for Females

Table C.6 -- Rank Order of Intended Graduate Major for Males Age 22 or Less

Table C.7 -- Rank Order of Intended Graduate Major for Females Age 22 or Less

Table C.8 -- Rank Order of Intended Graduate Major for Males Age 23-29

Table C.9 -- Rank Order of Intended Graduate Major for Females Age 23-29

Table C.10 -- Rank Order of Intended Graduate Major for Males Age 30 or More

Table C.11 -- Rank Order of Intended Graduate Major for Females Age 30 or More

Table C.12 -- Rank Order of Intended Graduate Major for Candiates Who Received Bachelor's Degrees in 1967 or Earlier

Table C.13 -- Rank Order of Intended Graduate Major for Males Who Received Bachelor's Degrees in 1967 or Earlier

Table C.14 -- Rank Order of Intended Graduate Major for Females Who Received Bachelor's Degrees in 1967 or Earlier

TABLE C.1. RANK ORDER OF INTENDED GRADUATE MAJOR FOR CANDIDATES AGE 22 OR LESS

	N	%	MEAN GRE-V	MEAN GRE-Q
PSYCHOLOGY	7999	7.44	532	533
OTHER SOC SCI	7949	7.39	455	461
EDUCATION	5661	5.45	466	481
OTHER BIOL SCI	5576	5.19	501	554
ENGLISH	2649	2.46	592	512
SOCIAL WORK	2250	2.09	483	466
BUSINESS/COMMERCE	2191	2.04	487	569
HISTORY	2094	1.95	566	516
CHEMISTRY	1938	1.80	535	658
OTH HUMANITIES	1929	1.79	492	470
GUIDANCE/COUNS	1843	1.71	475	473
MUSIC	1815	1.69	516	511
BIOLOGY	1772	1.65	525	585
OTHER PHYS SCI	1719	1.60	472	609
LIBRARY SCI	1655	1.54	554	491
RELIGIOUS STD	1612	1.50	538	538
ECONOMICS	1566	1.46	544	626
VET MEDICINE	1520	1.41	518	606
POLITICAL SCI	1403	1.30	538	519
PUBLIC ADMIN	1389	1.29	501	505
COMPUTER SCI	1309	1.22	531	679
MATHEMATICS	1285	1.20	536	689
GEOLOGY	1288	1.20	534	612
ELECTRICAL ENG	1235	1.15	506	695
BIOCHEMISTRY	1206	1.12	556	652
PHYSICS	1182	1.10	571	708
SPEECH	1168	1.09	478	461
MICROBIOLOGY	1167	1.09	518	584
NURSING	1155	1.07	501	500
INTERNAT REL	1082	1.01	568	540
SOCIOLOGY	991	0.92	496	484
URBAN DEVELOP	980	0.91	529	552
COMMUNICATIONS	943	0.88	509	491
ZOOLOGY	890	0.83	546	598
JOURNALISM	852	0.79	541	495
OTHER ENGIN	836	0.78	523	683
ARCHITECTURE	826	0.77	525	599
PUBLIC HEALTH	812	0.76	511	549
CIVIL ENG	778	0.72	484	664
PHYSICAL ED	778	0.72	427	474
FINE ARTS	751	0.70	495	469
ANTHROPOLOGY	749	0.70	572	531
MEDICINE	704	0.65	546	619
PHYSIOLOGY	690	0.64	533	606
LAW	677	0.63	527	535
NUTRITION	669	0.62	492	534
DRAMATIC ARTS	667	0.62	536	497
AGRICULTURE	656	0.61	467	557
HOSPITAL ADMIN	651	0.61	484	532
CHEMICAL ENG	623	0.58	506	684
PHYS THERAPY	587	0.55	485	533
EDUC PSYCH	587	0.55	504	511
MECHANICAL ENG	575	0.53	485	681
ART HISTORY	570	0.53	557	493
PHILOSOPHY	543	0.51	607	577
EDUC ADMIN	492	0.46	464	498
HOME ECONOMICS	491	0.46	442	470
DENTAL	485	0.45	548	589
GENETICS	471	0.44	557	615
AUDIOLOGY	448	0.42	482	479
FRENCH	445	0.41	558	503
GEOGRAPHY	378	0.35	512	558
SPANISH	369	0.34	509	462
PHARMACOLOGY	363	0.34	537	622
OCEANOGRAPHY	347	0.32	528	627
FORESTRY	343	0.32	513	598
LINGUISTICS	343	0.32	594	569
INDUSTRIAL REL	337	0.31	504	529
SOCIAL PSYCH	299	0.28	509	509
APPLIED MATH	255	0.24	541	695
ARCHAEOLOGY	283	0.26	580	522
COMPARE LIT	231	0.21	613	526
PATHOLOGY	222	0.21	496	549
INDUSTRIAL ENG	220	0.20	466	652
STATISTICS	216	0.20	513	695
ANATOMY	191	0.18	516	555
ASTRONOMY	188	0.17	594	694
ENTOMOLOGY	187	0.17	523	574
OTHER FOR LANG	187	0.17	478	441
AERONAUT ENG	170	0.16	514	668
GERMAN	169	0.16	568	530
AMER STUDIES	168	0.16	584	534
PHARMACY	157	0.15	472	578
CLASSICAL LANG	149	0.14	641	584
OCCUP THERAPY	145	0.13	496	503
BACTERIOLOGY	135	0.13	510	568
BIOPHYSICS	132	0.12	566	668
CHEMISTRY	115	0.11	471	560
FAR EAST LANG	106	0.10	592	534
RUSSIAN	100	0.09	619	550
SLAVIC STUDIES	70	0.07	615	563
METALLURGY	70	0.07	504	682
NEAR EAST LANG	50	0.05	589	529
OPTOMETRY	50	0.05	490	576
PARASITOLOGY	38	0.04	526	556
OSTEOPATHY	25	0.02	554	588
ITALIAN	23	0.02	498	423
MINING	14	0.01	469	621
NOT IN ABOVE	3505	3.26	450	475
UNDECIDED	7095	6.60	526	551
TOTAL	107515	100.00	512	542
NO RESPONSE	4230	3.79*	495	522

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.2. RANK ORDER OF INTENDED GRADUATE MAJOR FOR CANDIDATES AGE 23-29

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	9389	11.22	466	465
OTHER SOC SCI	8980	10.73	444	446
PSYCHOLOGY	4850	5.80	545	525
OTHER BIOL SCI	3459	4.13	480	521
GUIDANCE/COUNS	2556	3.06	469	456
NURSING	2069	2.47	515	485
ENGLISH	1998	2.39	589	498
LIBRARY SCI	1760	2.10	547	476
OTH HUMANITIES	1715	2.05	484	455
FINE ARTS	1714	2.05	459	478
BUSINESS/COMMCE	1695	2.03	469	546
OTHER PHYS SCI	1645	1.97	422	577
SOCIAL WORK	1555	1.86	502	461
PUBLIC ADMIN	1477	1.77	501	491
HISTORY	1296	1.55	557	496
RELIGIOUS STD	1256	1.50	532	515
ECONOMICS	1116	1.33	479	583
MUSIC	998	1.19	510	491
ELECTRICAL ENG	951	1.14	437	648
COMPUTER SCI	932	1.11	494	653
PHYSICAL ED	914	1.09	420	458
BIOLOGY	881	1.05	521	566
POLITICAL SCI	858	1.03	526	506
FINE ARTS	804	0.96	488	459
URBAN DEVELOP	770	0.92	525	539
GEOLOGY	758	0.91	518	594
EDUC PSYCH	735	0.88	510	492
PUBLIC HEALTH	712	0.85	521	521
SOCIOLOGY	711	0.85	491	480
COMMUNICATIONS	689	0.82	515	487
CIVIL ENG	685	0.82	446	609
CHEMISTRY	665	0.79	473	605
ARCHITECTURE	652	0.78	512	580
MICROBIOLOGY	625	0.75	505	556
VET MEDICINE	605	0.72	531	590
AGRICULTURE	590	0.71	439	521
OTHER ENGIN	563	0.67	458	638
MATHEMATICS	563	0.67	498	664
ANTHROPOLOGY	557	0.67	576	515
JOURNALISM	550	0.66	557	495
HOSPITAL ADMIN	543	0.65	496	515
MECHANICAL ENG	480	0.57	424	641
ZOOLOGY	471	0.56	538	577
DRAMATIC ARTS	460	0.55	542	494
PHYSICS	456	0.55	498	672
HOME ECONOMICS	448	0.54	453	453
INTERNAT REL	442	0.53	530	505
SPEECH	393	0.47	495	455
BIOCHEMISTRY	385	0.47	518	609
PHILOSOPHY	371	0.44	601	550
INDUSTRIAL ENG	342	0.41	405	620
GEOGRAPHY	336	0.40	517	539
PHYSIOLOGY	322	0.38	534	590
NUTRITION	319	0.38	483	510
ART HISTORY	305	0.36	579	488
CHEMICAL ENG	301	0.36	432	637
PHYS THERAPY	292	0.35	495	522
LINGUISTICS	279	0.33	565	537
BOTANY	233	0.28	544	579
INDUSTRIAL REL	232	0.28	505	505
LAW	231	0.28	490	489
FORESTRY	209	0.25	514	586
SPANISH	207	0.25	481	432
PHARMACOLOGY	194	0.23	502	578
PHARMACY	173	0.21	439	567
SOCIAL PSYCH	172	0.21	525	511
FRENCH	169	0.20	564	485
MEDICINE	167	0.20	547	583
GENETICS	161	0.19	535	587
ALDIOLOGY	155	0.19	493	481
ARCHAEOLOGY	154	0.18	560	496
OTHER FOR LANG	147	0.18	479	449
DENTISTRY	145	0.17	501	581
OCEANOGRAPHY	143	0.17	516	606
PATHOLOGY	143	0.17	489	528
ENTOMOLOGY	135	0.16	459	541
OCCUP THERAPY	134	0.16	516	487
COMPARE LIT	125	0.15	602	513
ANATOMY	117	0.14	530	561
AERONAUT ENG	113	0.14	476	649
AMER STUDIES	112	0.13	590	522
STATISTICS	108	0.13	478	656
APPLIED MATH	95	0.11	525	673
GERMAN	87	0.10	582	536
FAR EAST LANG	74	0.09	596	555
METALLURGY	61	0.07	380	624
BACTERIOLOGY	55	0.07	474	525
ASTRONOMY	45	0.05	547	627
CLASSICAL LANG	45	0.05	632	544
BIOPHYSICS	45	0.05	570	662
PARASITOLOGY	45	0.05	506	531
RUSSIAN	41	0.05	606	526
NEAR EAST LANG	25	0.03	606	554
OSTEOPATHY	20	0.02	517	533
SLAVIC STUDIES	17	0.02	545	474
OPTOMETRY	14	0.02	519	655
ITALIAN	13	0.02	505	477
MINING	7	0.01	471	583
NOT IN ABOVE	4003	4.79	427	452
UNDECIDED	2833	3.39	507	515
TOTAL	83653	100.00	490	507
NO RESPONSE	2351	2.73*	458	487

* BASED ON ALL GRE REGISTRANTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.3. RANK ORDER OF GRADUATE MAJOR FOR CANDIDATES AGE 30 OR MORE

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	9617	16.38	475	427
OTHER SOC SCI	4712	13.74	446	411
EDUC ADMIN	2159	6.29	467	444
PSYCHOLOGY	1601	4.67	567	491
GUIDANCE/COUNS	1370	3.99	481	424
NURSING	1078	3.14	514	429
LIBRARY SCI	964	2.81	550	459
OTHER BIOL SCI	890	2.59	454	431
PUBLIC ADMIN	845	2.46	502	476
BUSINESS/COMMERCE	805	2.35	486	520
OTH HUMANITIES	709	2.07	467	457
ENGLISH	668	1.95	584	435
SOCIAL WORK	558	1.63	523	426
OTHER PHYS SCI	533	1.55	434	528
RELIGIOUS STD	494	1.44	528	470
EDUC PSYCH	435	1.27	535	467
HISTORY	414	1.21	557	461
SOCIOLOGY	308	0.90	508	430
POLITICAL SCI	303	0.88	526	473
COMPUTER SCI	288	0.84	537	644
ECONOMICS	282	0.82	478	550
MUSIC	269	0.78	501	432
HOSPITAL ADMIN	234	0.68	485	443
FINE ARTS	232	0.68	457	428
PUBLIC HEALTH	229	0.67	526	472
CIVIL ENG	216	0.63	441	533
PHYSICAL ED	213	0.62	409	408
COMMUNICATIONS	198	0.58	523	457
ANTHROPOLOGY	194	0.57	576	462
URBAN DEVELOP	194	0.57	515	505
HOME ECONOMICS	182	0.53	460	405
ELECTRICAL ENG	174	0.51	451	621
BIOLOGY	163	0.48	510	505
OTHER ENGIN	159	0.46	466	604
INTERNAT REL	142	0.41	501	498
MATHEMATICS	135	0.39	492	632
AGRICULTURE	125	0.36	411	468
SPANISH	111	0.32	472	378
JOURNALISM	109	0.32	564	453
SPEECH	104	0.30	528	421
DRAMATIC ARTS	99	0.29	557	437
INDUSTRIAL ENG	98	0.29	476	613
ART HISTORY	97	0.28	595	458
CHEMISTRY	93	0.27	489	586
LINGUISTICS	91	0.27	547	487
MICROBIOLOGY	90	0.26	486	507
INDUSTRIAL REL	88	0.26	479	478
ARCHITECTURE	88	0.26	478	546
NUTRITION	87	0.25	496	449
OTHER FOR LANG	85	0.25	410	356
GEOGRAPHY	80	0.23	531	502
GEOLOGY	80	0.23	492	562
MECHANICAL ENG	75	0.22	440	628
PHILOSOPHY	71	0.21	550	512
LAW	66	0.19	469	410
PHYSICS	65	0.19	482	619
BIOCHEMISTRY	65	0.19	475	530
SOCIAL PSYCH	64	0.19	544	450
FRENCH	63	0.18	543	428
VET MEDICINE	57	0.17	563	573
ZOOLOGY	47	0.14	589	554
AGRICULTURE	45	0.13	558	474
FORESTRY	43	0.13	489	527
AMER STUDIES	41	0.12	551	460
DENTISTRY	41	0.12	492	500
PHYSIOLOGY	40	0.12	556	572
ARCHAEOLOGY	39	0.11	568	457
COMPARE LIT	39	0.11	550	428
BOTANY	34	0.10	546	546
MEDICINE	34	0.10	553	592
PHYS THERAPY	29	0.08	512	459
CHEMICAL ENG	29	0.08	395	611
PHARMACY	29	0.08	452	536
APPLIED MATH	28	0.08	504	648
OCEANOGRAPHY	26	0.08	514	562
PATHOLOGY	25	0.07	456	509
GERMAN	25	0.07	520	418
PHARMACOLOGY	24	0.07	421	454
OCCUP THERAPY	21	0.06	545	425
STATISTICS	20	0.06	509	678
METALLURGY	18	0.05	401	612
AERONAUT ENG	17	0.05	494	605
CLASSICAL LANG	16	0.05	667	546
GENETICS	16	0.05	589	571
ENTOMOLOGY	16	0.05	428	466
ANATOMY	16	0.05	528	502
FAR EAST LANG	16	0.05	545	514
BACTERIOLOGY	12	0.03	478	487
RUSSIAN	11	0.03	566	501
ASTRONOMY	8	0.02	579	560
PARASITOLOGY	7	0.02	463	470
BIOPHYSICS	7	0.02	521	604
NEAR EAST LANG	6	0.02	583	430
SLAVIC STUDIES	6	0.02	582	443
ITALIAN	5	0.01	480	410
OPTOMETRY	3	0.01	480	487
MINING	1	0.00	540	630
OSTEOPATHY	1	0.00	490	420
NOT IN ABOVE	2597	7.57	413	397
UNDECIDED	842	2.45	484	443
TOTAL	34298	100.00	484	448
NO RESPONSE	994	2.82*	431	412

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.4. RANK ORDER OF INTENDED GRADUATE MAJOR FOR MALES

	N	%	MEAN GRE-V	MEAN GRE-Q
OTHER SOC SCI	9625	8.45	450	477
PSYCHOLOGY	7109	6.24	536	548
OTHER BIOL SCI	5225	4.59	488	562
EDUCATION	4874	4.28	478	504
BUSINESS/CMRCE	3547	3.11	476	567
OTHER PHYS SCI	3094	2.72	441	603
BIOLOGICAL SCI	2731	2.40	527	925
EDUC ADMIN	2707	2.38	451	479
PUBLIC ADMIN	2680	2.35	496	505
HISTORY	2489	2.18	559	521
ECONOMICS	2416	2.12	510	609
ELECTRICAL ENG	2280	2.00	472	671
ENGLISH	2143	1.88	559	536
CHEMISTRY	2080	1.83	512	647
COMPUTER SCI	1951	1.71	520	674
GUIDANCE/COUNS	1938	1.70	469	478
OTH HUMANITIES	1900	1.67	484	479
POLITICAL SCI	1880	1.65	530	521
BIOLOGY	1771	1.55	512	587
GEOLOGY	1682	1.48	516	606
PHYSICS	1543	1.35	550	699
MUSIC	1449	1.27	513	517
OTHER ENGIN	1446	1.27	491	661
CIVIL ENG	1427	1.25	458	651
VET MEDICINE	1329	1.18	500	604
MATHEMATICS	1288	1.13	535	697
URBAN DEVELOP	1272	1.12	516	555
ARCHITECTURE	1222	1.07	508	595
BIOCHEMISTRY	1127	0.99	542	649
MECHANICAL ENG	1113	0.98	454	660
AGRICULTURE	1111	0.98	436	535
SOCIAL WORK	1101	0.97	494	484
INTERNAT REL	1084	0.95	546	544
MICROBIOLOGY	1080	0.95	504	582
PHYSICAL ED	1026	0.90	413	467
ZOOLOGY	977	0.86	535	556
SOCIOLOGY	963	0.85	493	498
HOSPITAL ADMIN	919	0.81	486	533
COMMUNICATIONS	905	0.80	517	517
CHEMICAL ENG	862	0.76	475	670
PHYSIOLOGY	767	0.67	529	609
PHILOSOPHY	726	0.64	605	578
LIBRARY SCI	708	0.62	564	511
FINE ARTS	693	0.61	481	478
JOURNALISM	680	0.60	552	522
ANTHROPOLOGY	671	0.59	567	546
LAW	663	0.58	509	531
MEDICINE	658	0.58	541	623
PUBLIC HEALTH	643	0.56	504	553
EDUC PSYCH	628	0.55	513	515
DRAMATIC ARTS	611	0.54	544	523
INDUSTRIAL ENG	599	0.53	431	632
GEOGRAPHY	560	0.49	509	555
FORESTRY	492	0.43	508	597
BOTANY	450	0.39	527	556
INDUSTRIAL REL	428	0.38	492	527
OCEANOGRAPHY	422	0.37	516	624
PHARMACOLOGY	359	0.25	509	607
PHYS THERAPY	372	0.33	475	534
APPLIED MATH	302	0.27	525	652
GENETICS	298	0.26	529	625
SPEECH	297	0.26	505	502
AERONAUT ENG	278	0.24	496	665
GEOLOGY	273	0.24	495	574
LINGUISTICS	265	0.23	586	587
ENTOMOLOGY	258	0.23	499	557
SOCIAL PSYCH	252	0.22	519	525
PHARMACY	248	0.22	454	575
ANATOMY	232	0.20	509	558
STATISTICS	231	0.20	493	685
ARCHAEOLOGY	221	0.19	553	523
ASTRONOMY	201	0.18	584	691
NURSING	193	0.17	507	508
PATHOLOGY	190	0.17	496	571
SPANISH	187	0.16	461	438
ART HISTORY	186	0.16	567	517
AMER STUDIES	153	0.13	584	557
FRENCH	149	0.13	565	520
COMPARE LIT	148	0.13	614	548
BIOPHYSICS	148	0.13	567	671
METALLURGY	143	0.13	441	653
NUTRITION	135	0.12	492	583
OTHER FOR LANG	130	0.11	462	457
CLASSICAL LANG	110	0.10	650	550
BACTERIOLOGY	107	0.09	487	560
ALGEBRA	103	0.09	469	457
GERMAN	103	0.09	580	560
FAR EAST LANG	91	0.08	615	576
PARASITOLOGY	60	0.05	457	540
NEAR EAST LANG	57	0.05	576	527
OPTOMETRY	53	0.05	488	594
RUSSIAN	50	0.04	616	586
SLAVIC STUDIES	38	0.03	565	562
OCCUP THERAPY	34	0.03	473	523
HOME ECONOMICS	28	0.02	498	501
MINING	23	0.02	478	615
OSTEOPATHY	21	0.02	524	579
ITALIAN	8	0.01	615	555
NOT IN ABOVE	4960	4.35	429	485
UNDECIDED	4425	3.88	519	577
TOTAL	113940	100.00	458	555
NO RESPONSE	3725	3.17*	470	533

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.5. RANK ORDER OF INTENDED GRADUATE MAJOR FOR FEMALES

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	16107	14.25	465	445
OTHER SOC SCI	12200	10.79	446	417
PSYCHOLOGY	7425	6.57	544	503
OTHER BIOL SCI	4768	4.22	491	496
NURSING	4126	3.65	511	473
CLINICAL/COUNS	3859	3.41	475	492
LIBRARY SCI	3687	3.26	547	466
SOCIAL WORK	3299	2.92	495	450
ENGLISH	3217	2.85	584	470
OTH HUMANITIES	2490	2.20	485	432
EDUC ADMIN	1695	1.50	478	439
MUSIC	1649	1.46	512	480
SPEECH	1378	1.22	481	447
HISTORY	1334	1.18	566	470
BUSINESS/COMMERCE	1186	1.05	493	513
EDUC PSYCH	1150	1.02	515	480
PUBLIC HEALTH	1116	0.99	524	510
FINE ARTS	1107	0.98	498	447
HOME ECONOMICS	1100	0.97	447	451
BIOLOGY	1063	0.94	540	551
SOCIOLOGY	1058	0.94	498	453
PUBLIC ADMIN	1053	0.93	513	459
NUTRITION	947	0.84	490	512
COMMUNICATIONS	929	0.82	509	456
PHYSICAL ED	891	0.79	431	450
VET MEDICINE	864	0.76	557	595
OTHER PHYS SCI	838	0.74	462	515
JOURNALISM	836	0.74	545	467
ANTHROPOLOGY	835	0.74	580	492
MICROBIOLOGY	814	0.72	524	557
ART HISTORY	790	0.70	568	481
MATHEMATICS	708	0.63	500	642
POLITICAL SCI	707	0.63	540	476
URBAN DEVELOP	688	0.61	543	508
RELIGIOUS STD	642	0.57	565	497
CHEMISTRY	630	0.56	538	631
DRAMATIC ARTS	626	0.55	536	460
INTERNAT REL	592	0.52	563	494
COMPUTER SCI	591	0.52	510	636
ECONOMICS	570	0.50	525	574
PHYS THERAPY	547	0.48	498	521
AUDIOLOGY	545	0.48	489	475
BIOCHEMISTRY	542	0.48	548	611
FRENCH	531	0.47	556	486
HOSPITAL ADMIN	517	0.46	494	472
SPANISH	502	0.44	506	440
GEOLOGY	457	0.40	567	596
LINGUISTICS	451	0.40	571	522
ZOOLOGY	442	0.39	567	577
ARCHITECTURE	360	0.32	546	564
GENETICS	357	0.32	564	599
LAW	324	0.29	526	484
BOTANY	305	0.27	562	566
PHYSIOLOGY	297	0.26	546	574
OTHER FOR LANG	294	0.26	464	412
SOCIAL PSYCH	286	0.25	518	473
OCCUP THERAPY	270	0.24	515	486
AGRICULTURE	268	0.24	508	526
PHILOSOPHY	267	0.24	598	517
CIVIL ENG	260	0.23	485	483
ARCHAEOLOGY	256	0.23	590	496
MEDICINE	252	0.22	561	581
COMPARE LIT	247	0.22	597	490
GEOGRAPHY	238	0.21	531	518
INDUSTRIAL REL	234	0.21	521	490
PATHOLOGY	204	0.18	491	508
PHARMACOLOGY	190	0.17	544	585
GERMAN	179	0.16	561	500
AMER STUDIES	170	0.15	588	486
PHYSICS	164	0.15	535	662
OTHER ENGIN	122	0.11	524	634
APPLIED MATH	119	0.11	533	672
STATISTICS	116	0.10	514	660
PHARMACY	113	0.10	455	556
FORESTRY	108	0.10	534	546
FAR EAST LANG	106	0.09	567	509
RUSSIAN	102	0.09	610	522
CLASSICAL LANG	101	0.09	631	524
BACTERIOLOGY	99	0.09	504	538
ELECTRICAL ENG	98	0.09	515	651
OCEANOGRAPHY	97	0.09	560	591
CHEMICAL ENG	94	0.08	512	636
ANATOMY	94	0.08	554	550
ENTOMOLOGY	83	0.07	538	553
INDUSTRIAL ENG	64	0.06	487	612
SLAVIC STUDIES	55	0.05	624	523
ASTRONOMY	40	0.04	591	608
BIOPHYSICS	37	0.03	554	632
ITALIAN	33	0.03	470	410
NEAR EAST LANG	29	0.03	629	539
PARASITOLOGY	29	0.03	540	531
DENTISTRY	28	0.02	424	446
OSTEOPATHY	25	0.02	547	545
AERONAUT ENG	23	0.02	523	517
MECHANICAL ENG	22	0.02	521	672
OPTOMETRY	14	0.01	525	569
METALLURGY	6	0.01	440	588
MINING	0	0.0	0	0
NOT IN ABOVE	5259	4.65	432	408
UNDECIDED	6408	5.67	517	502
TOTAL	113045	100.00	500	473
NO RESPONSE	3943	3.37*	479	461

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE,1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.6. RANK ORDER OF INTENDED GRADUATE MAJOR FOR MALES AGE 22 OR LESS

	N	%	MEAN GRE-V	MEAN GRE-Q
PSYCHOLOGY	3603	6.98	533	561
OTHER SOC SCI	2953	5.72	465	503
OTHER BIOL SCI	2880	5.58	502	585
BUSINESS/COMMCL	1515	2.93	483	587
CHEMISTRY	1460	2.83	531	664
HISTORY	1313	2.54	565	537
OTHER PHYS SCI	1295	2.51	472	630
RELIGIOUS STD	1268	2.45	531	542
ECONOMICS	1194	2.31	543	636
ELECTRICAL ENG	1174	2.27	505	696
BIOLOGY	1086	2.10	516	601
PHYSICS	1056	2.04	574	713
ENGLISH	1023	1.98	602	552
COMPUTER SCI	960	1.86	542	694
POLITICAL SCI	950	1.84	539	537
PUBLIC ADMIN	939	1.82	500	522
GEOLOGY	934	1.81	524	617
VET MEDICINE	878	1.70	497	614
EDUCATION	859	1.66	487	539
BIOCHEMISTRY	821	1.59	553	663
MATHEMATICS	814	1.58	556	714
MUSIC	751	1.45	523	538
OTHER ENGIN	750	1.45	520	687
OTH HUMANITIES	720	1.39	504	507
CIVIL ENG	679	1.31	481	680
MICROBIOLOGY	652	1.26	507	557
INTERNAT REL	626	1.21	564	562
ARCHITECTURE	616	1.19	519	609
URBAN DEVELOP	574	1.11	521	573
MECHANICAL ENG	558	1.08	483	680
ZOOLOGY	553	1.07	538	611
CHEMICAL ENG	548	1.06	503	689
MEDICINE	512	0.99	542	631
PHYSIOLOGY	495	0.96	529	616
AGRICULTURE	476	0.92	452	564
CLEARANCE/CODES	439	0.85	470	500
LAW	437	0.85	528	561
HOSPITAL ADMIN	430	0.83	482	548
SOCIOLOGY	430	0.83	588	518
COMMUNICATIONS	401	0.78	512	529
PHILOSOPHY	379	0.73	608	596
SOCIAL WORK	378	0.73	479	499
PHYSICAL ED	337	0.65	418	486
JOURNALISM	334	0.65	548	531
ANTHROPOLOGY	317	0.61	570	554
DRAMATIC ARTS	285	0.55	545	535
FORESTRY	275	0.53	511	605
OCEANOGRAPHY	274	0.53	518	632
PUBLIC HEALTH	272	0.53	505	572
BOTANY	268	0.52	540	602
GEOGRAPHY	242	0.47	508	573
PHARMACOLOGY	234	0.45	530	635
FINE ARTS	220	0.43	489	493
GENETICS	202	0.39	549	640
AFFILIED MATH	201	0.39	547	702
EDUC ADMIN	198	0.38	458	526
PHYS THERAPY	192	0.37	484	543
INDUSTRIAL REL	188	0.36	493	553
INDUSTRIAL ENG	179	0.35	459	660
LIBRARY SCI	175	0.34	555	524
ASTRONOMY	161	0.31	591	705
SPEECH	160	0.31	508	517
AERONAUT ENG	155	0.30	515	678
ANATOMY	136	0.26	501	558
STATISTICS	135	0.26	517	712
ENTOMOLOGY	131	0.25	507	571
EDUC PSYCH	129	0.25	509	556
SOCIAL PSYCH	126	0.24	518	545
ARCHAEOLOGY	108	0.21	560	535
LINGUISTICS	108	0.21	629	629
BIOPHYSICS	103	0.20	566	681
DENTISTRY	103	0.20	472	574
PHARMACY	94	0.18	475	593
PATHOLOGY	91	0.18	515	611
ART HISTORY	85	0.16	578	528
FRENCH	83	0.16	572	539
NUTRITION	78	0.15	508	600
SPANISH	76	0.15	452	479
CLASSICAL LANG	75	0.15	656	603
COMPARE LIT	75	0.15	619	561
AMER STUDIES	70	0.14	582	580
METALLURGY	66	0.13	505	686
BACTERIOLOGY	65	0.13	500	585
GERMAN	45	0.09	554	577
ALGIOLOGY	42	0.08	479	497
FAR EAST LANG	41	0.08	609	564
OPTOMETRY	39	0.08	484	583
OTHER FOR LANG	37	0.07	486	473
RUSSIAN	28	0.05	634	605
NEAR EAST LANG	28	0.05	567	516
SLAVIC STUDIES	25	0.05	588	604
NURSING	23	0.04	476	546
PARASITOLOGY	18	0.03	530	598
MINING	14	0.03	469	621
OCCUP THERAPY	12	0.02	463	508
OSTEOPATHY	11	0.02	528	586
HOME ECONOMICS	7	0.01	489	500
ITALIAN	3	0.01	617	513
NOT IN ABOVE	1376	2.66	450	524
UNDECIDED	2716	5.26	534	604
TOTAL	51650	100.00	517	589
NO RESPONSE	1906	3.56*	499	565

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.7. RANK ORDER OF INTENDED GRADUATE MAJOR FOR FEMALES AGE 22 OR LESS

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	5000	8.96	462	471
OTHER SOC SCI	4994	6.95	448	436
PSYCHOLOGY	4391	7.87	532	510
OTHER BIOL SCI	2693	4.82	500	521
SOCIAL WORK	1872	3.35	483	459
ENGLISH	1624	2.91	585	487
LIBRARY SCI	1480	2.65	554	487
CLEARANCE/CLERKS	1403	2.51	478	485
OTH HUMANITIES	1209	2.17	484	448
NURSING	1132	2.03	501	499
MUSIC	1064	1.91	510	492
SPEECH	1007	1.80	474	452
HISTORY	780	1.40	567	481
BIOLOGY	686	1.23	538	558
BUSINESS/COMMERCE	674	1.21	495	529
VET MEDICINE	642	1.15	547	596
NUTRITION	591	1.06	490	524
SOCIOLOGY	560	1.00	486	458
PUBLIC HEALTH	540	0.97	515	531
COMMUNICATIONS	540	0.97	507	463
FINE ARTS	531	0.95	498	459
JOURNALISM	516	0.92	536	471
MICROBIOLOGY	515	0.92	531	569
ART HISTORY	485	0.87	553	487
HOME ECONOMICS	484	0.87	441	470
CHEMISTRY	477	0.85	549	640
MATHEMATICS	474	0.85	503	646
EDUC PSYCH	458	0.82	503	498
INTERNAT REL	456	0.82	574	509
POLITICAL SCI	452	0.81	537	481
PUBLIC ADMIN	450	0.81	502	469
PHYSICAL ED	441	0.79	435	466
ANTHROPOLOGY	432	0.77	574	513
OTHER PHYS SCI	424	0.76	474	544
AGRICULTURE	406	0.73	483	477
URBAN DEVELOP	405	0.73	540	521
PHYS THERAPY	395	0.71	495	529
BIOCHEMISTRY	385	0.69	563	630
DRAMATIC ARTS	381	0.68	529	469
ECONOMICS	374	0.67	546	553
FRENCH	361	0.65	554	495
GEOLOGY	354	0.63	562	598
COMPUTER SCI	349	0.63	501	639
RELIGIOUS STD	344	0.62	564	523
ZOOLOGY	336	0.60	561	578
EDUC ADMIN	294	0.53	468	480
SPANISH	293	0.52	513	458
GENETICS	269	0.48	562	603
LAW	240	0.43	526	489
LINGUISTICS	235	0.42	578	541
HOSPITAL ADMIN	221	0.40	488	502
BOTANY	217	0.39	559	573
ARCHITECTURE	210	0.38	544	571
PHYSIOLOGY	195	0.35	542	579
MEDICINE	191	0.34	558	586
AGRICULTURE	180	0.32	505	537
ARCHAEOLOGY	175	0.31	592	514
SOCIAL PSYCH	173	0.31	503	483
PHILOSOPHY	164	0.29	604	533
COMPARE LIT	156	0.28	610	509
OTHER FOR LANG	150	0.27	476	433
INDUSTRIAL REL	149	0.27	517	498
GEOGRAPHY	136	0.24	518	530
OCCUP THERAPY	133	0.24	499	502
PATHOLOGY	131	0.23	483	506
PHARMACOLOGY	129	0.23	550	599
PHYSICS	125	0.22	548	667
GERMAN	124	0.22	558	513
AMER STUDIES	98	0.18	585	501
CIVIL ENG	97	0.17	507	547
APPLIED MATH	94	0.17	527	680
OTHER ENGIN	86	0.15	542	642
STATISTICS	81	0.15	505	607
CHEMICAL ENG	74	0.13	528	647
CLASSICAL LANG	74	0.13	626	525
OCEANOGRAPHY	73	0.13	565	610
RUSSIAN	72	0.13	613	529
BACTERIOLOGY	69	0.12	517	553
FORESTRY	68	0.12	522	568
FAR EAST LANG	65	0.12	581	515
PHARMACY	63	0.11	467	556
ELECTRICAL ENG	61	0.11	535	663
ENTOMOLOGY	56	0.10	559	582
ANATOMY	55	0.10	551	548
SLAVIC STUDIES	45	0.08	625	541
INDUSTRIAL ENG	41	0.07	496	619
BIOPHYSICS	29	0.05	563	622
ASTRONOMY	27	0.05	614	632
NEAR EAST LANG	22	0.04	618	546
ITALIAN	20	0.04	481	409
PARASITOLOGY	20	0.04	523	519
MECHANICAL ENG	17	0.03	540	691
AERONAUT ENG	15	0.03	507	565
OSTEOPATHY	14	0.03	574	590
DENTISTRY	12	0.02	462	439
OPTOMETRY	11	0.02	512	551
METALLURGY	4	0.01	478	620
MINING	0	0.0	0	0
NOT IN ABOVE	2127	3.81	451	443
UNDECIDED	4376	7.84	522	519
TOTAL	55823	100.00	507	499
NO RESPONSE	2322	3.99*	491	486

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C. 8. RANK ORDER OF INTENDED GRADUATE MAJOR FOR MALES AGE 23-29

	N	%	MEAN GRE-V	MEAN GRE-Q
OTHER SOC SCI	4411	9.58	447	478
PSYCHOLOGY	2840	6.17	538	541
EDUCATION	2536	5.51	478	509
OTHER BIOL SCI	1991	4.33	477	545
OTHER PHYS SCI	1360	2.95	418	592
BUSINESS/COMMCE	1346	2.92	466	557
EDUC ADMIN	1145	2.49	444	489
PUBLIC ADMIN	1087	2.36	494	502
RELIGIOUS STD	1074	2.33	526	519
GUIDANCE/COUNS	1019	2.21	470	480
ECONOMICS	962	2.09	480	590
ENGLISH	929	2.02	601	532
ELECTRICAL ENG	921	2.00	436	648
HISTORY	916	1.99	557	511
OTH HUMANITIES	851	1.85	482	479
COMPUTER SCI	754	1.64	490	659
POLITICAL SCI	685	1.49	524	514
GEOLOGY	671	1.46	510	594
BIOLOGY	595	1.29	511	575
CIVIL ENG	586	1.27	440	632
MUSIC	565	1.23	509	506
URBAN DEVELOP	552	1.20	516	557
SOCIAL WORK	551	1.20	503	487
CHEMISTRY	541	1.18	469	610
OTHER ENGIN	537	1.17	458	639
PHYSICAL ED	532	1.16	415	472
ARCHITECTURE	528	1.15	504	585
AGRICULTURE	515	1.12	430	523
MECHANICAL ENG	477	1.04	424	641
PHYSICS	422	0.92	499	674
VET MEDICINE	414	0.90	505	588
LIBRARY SCI	406	0.88	566	516
COMMUNICATIONS	392	0.85	518	513
FINE ARTS	388	0.84	483	478
SOCIOLOGY	388	0.84	483	492
ZOOLOGY	384	0.83	528	577
MATHEMATICS	383	0.83	498	673
MICROBIOLOGY	374	0.81	502	566
HOSPITAL ADMIN	363	0.79	493	536
INTERNAT REL	334	0.73	527	521
INDUSTRIAL ENG	324	0.70	403	621
EDUC PSYCH	320	0.70	516	517
JOURNALISM	294	0.64	557	518
PHILOSOPHY	294	0.64	602	561
PUBLIC HEALTH	292	0.63	503	547
CHEMICAL ENG	284	0.62	429	638
ANTHROPOLOGY	282	0.61	566	546
DRAMATIC ARTS	270	0.59	542	520
BIOCHEMISTRY	270	0.59	516	618
GEOGRAPHY	259	0.56	507	544
PHYSIOLOGY	243	0.53	530	596
FORESTRY	178	0.39	509	595
LAW	174	0.38	478	491
INDUSTRIAL REL	165	0.36	505	518
NURSING	162	0.35	531	506
PHYS THERAPY	159	0.35	486	535
PHARMACOLOGY	147	0.32	490	580
DENTISTRY	135	0.29	510	589
OCEANOGRAPHY	127	0.28	509	609
PHARMACY	127	0.28	439	569
LINGUISTICS	123	0.27	565	572
MEDICINE	117	0.25	526	594
SPEECH	116	0.25	503	491
NURSING	111	0.24	526	530
ENTOMOLOGY	111	0.24	497	549
AERONAUT ENG	107	0.23	474	664
SOCIAL PSYCH	105	0.23	526	533
ARCHAEOLOGY	97	0.21	553	520
GENETICS	92	0.20	512	588
ANATOMY	88	0.19	517	557
PATHOLOGY	84	0.18	474	534
STATISTICS	81	0.18	461	657
ART HISTORY	77	0.17	558	510
APPLIED MATH	76	0.17	519	682
SPANISH	75	0.16	451	433
COMPARE LIT	68	0.15	620	545
AMER STUDIES	63	0.14	590	553
OTHER FOR LANG	62	0.13	484	482
METALLURGY	59	0.13	381	627
GERMAN	51	0.11	579	557
NUTRITION	48	0.10	471	555
ACOUSTICS	47	0.10	504	509
FRENCH	47	0.10	579	504
FAR EAST LANG	42	0.09	617	589
PARASITOLOGY	38	0.08	496	528
BIOPHYSICS	37	0.08	581	660
ASTRONOMY	36	0.08	554	639
BACTERIOLOGY	33	0.07	472	531
CLASSICAL LANG	28	0.06	631	555
NEAR EAST LANG	24	0.05	587	558
OCCUP THERAPY	20	0.04	474	539
RUSSIAN	17	0.04	634	595
HOME ECONOMICS	16	0.03	499	504
OPTOMETRY	12	0.03	494	639
SLAVIC STUDIES	11	0.02	518	480
OSTEOPATHY	10	0.02	519	571
MINING	7	0.02	471	583
ITALIAN	4	0.01	605	580
NOT IN ABOVE	2212	4.81	428	487
UNDECIDED	1350	2.93	505	551
TOTAL	46033	100.00	487	540
NO RESPONSE	1318	2.78*	450	518

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE,1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.9. RANK ORDER OF INTENDED GRADUATE MAJOR FOR FEMALES AGE 23-29

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	6850	18.23	461	449
OTHER SOC SCI	4564	12.15	440	416
PSYCHOLOGY	2007	5.34	554	503
NURSING	1951	5.19	514	482
GUIDANCE/COUNS	1534	4.08	468	441
OTHER BIOL SCI	1467	3.90	484	488
LIBRARY SCI	1354	3.60	541	464
ENGLISH	1068	2.84	579	469
SOCIAL WORK	1002	2.67	501	447
OTH HUMANITIES	862	2.29	486	432
EDUC ADMIN	568	1.51	473	456
MUSIC	432	1.15	512	472
HOME ECONOMICS	432	1.15	451	451
PUBLIC HEALTH	420	1.12	533	503
EDUC PSYCH	419	1.12	506	474
FINE ARTS	415	1.10	492	440
PUBLIC ADMIN	389	1.04	518	459
PHYSICAL ED	382	1.02	426	439
HISTORY	380	1.01	559	459
BUSINESS/COMMCE	349	0.93	481	502
SOCIOLOGY	327	0.86	500	465
COMMUNICATIONS	297	0.79	511	454
BIOLOGY	286	0.76	542	547
OTHER PHYS SCI	284	0.76	444	505
SPEECH	277	0.74	491	439
ANTHROPOLOGY	275	0.73	585	483
NUTRITION	271	0.72	485	502
JOURNALISM	255	0.68	557	470
MICROBIOLOGY	251	0.67	510	541
ART HISTORY	228	0.61	585	481
URBAN DEVELOP	216	0.58	548	491
VET MEDICINE	191	0.51	587	595
DRAMATIC ARTS	190	0.51	542	455
RELIGIOUS STD	181	0.48	568	490
HOSPITAL ADMIN	180	0.48	502	473
MATHEMATICS	178	0.47	496	642
COMPUTER SCI	178	0.47	508	627
POLITICAL SCI	173	0.46	533	472
LINGUISTICS	156	0.42	561	509
ECONOMICS	154	0.41	475	546
PHYS THERAPY	133	0.35	505	506
SPANISH	132	0.35	498	432
CHEMISTRY	124	0.33	491	603
ARCHITECTURE	123	0.33	545	560
FRENCH	122	0.32	559	478
BIOCHEMISTRY	118	0.31	520	587
OCCUP THERAPY	114	0.30	524	478
INTERNAT REL	107	0.28	539	455
AGRICULTURE	107	0.28	468	468
CIVIL ENG	98	0.26	481	471
ZOOLOGY	87	0.23	585	578
GEOLOGY	87	0.23	582	593
OTHER FOR LANG	85	0.23	474	425
PHYSIOLOGY	79	0.21	549	572
PHILOSOPHY	77	0.20	680	509
GEOGRAPHY	76	0.20	545	523
AGRICULTURE	75	0.20	459	508
BOTANY	71	0.19	575	563
GENETICS	69	0.18	566	586
SOCIAL PSYCH	67	0.18	524	476
INDUSTRIAL REL	67	0.18	519	473
PATHOLOGY	59	0.16	509	519
ARCHAEOLOGY	57	0.15	571	455
LAW	57	0.15	526	462
COMPARE LIT	57	0.15	581	474
MEDICINE	50	0.13	572	559
AMER STUDIES	49	0.13	590	482
PHARMACOLOGY	47	0.13	541	571
PHARMACY	46	0.12	438	563
GERMAN	36	0.10	587	505
PHYSICS	34	0.09	488	691
FAR EAST LANG	32	0.09	569	510
FORESTRY	31	0.08	548	535
ELECTRICAL ENG	30	0.08	470	635
ANATOMY	29	0.08	570	572
STATISTICS	27	0.07	527	653
OTHER ENGIN	26	0.07	461	628
ENTOMOLOGY	24	0.06	508	505
RUSSIAN	24	0.06	587	495
BACTERIOLOGY	22	0.06	478	515
APPLIED MATH	19	0.05	546	636
INDUSTRIAL ENG	18	0.05	449	601
CLASSICAL LANG	17	0.05	635	525
CHEMICAL ENG	17	0.05	480	621
OCEANOGRAPHY	15	0.04	579	575
OSTEOPATHY	10	0.03	514	454
DENTISTRY	10	0.03	383	472
ITALIAN	9	0.02	461	421
ASTRONOMY	9	0.02	521	579
BIOPHYSICS	8	0.02	520	671
SLAVIC STUDIES	6	0.02	593	462
PARASITOLOGY	6	0.02	570	553
AERONAUT ENG	6	0.02	507	393
NEAR EAST LANG	5	0.01	694	536
MECHANICAL ENG	3	0.01	417	647
OPTOMETRY	2	0.01	665	750
METALLURGY	2	0.01	365	525
MINING	0	0.0	0	0
NOT IN ABOVE	1788	4.76	425	409
UNDECIDED	1480	3.94	510	482
TOTAL	37575	100.00	492	465
NO RESPONSE	1031	2.67*	467	447

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.10. RANK ORDER OF INTENDED GRADUATE MAJOR FOR MALES AGE 30 OR MORE

	N	%	MEAN GRE-V	MEAN GRE-Q
OTHER SOC SCI	2162	14.07	438	444
EDUCATION	1456	9.47	471	476
EDUC ADMIN	1338	8.71	455	463
BUSINESS/CMRCE	648	4.22	478	543
PUBLIC ADMIN	636	4.14	494	489
PSYCHOLOGY	610	3.97	546	513
GUIDANCE/COUNS	471	3.07	468	453
OTHER PHYS SCI	414	2.69	425	553
RELIGIOUS STD	379	2.47	518	481
OTHER BIOL SCI	322	2.10	425	477
OTH HUMANITIES	310	2.02	444	417
HISTORY	246	1.60	545	473
ECONOMICS	242	1.57	470	557
POLITICAL SCI	225	1.46	509	478
COMPUTER SCI	224	1.46	530	645
EDUC PSYCH	171	1.11	510	482
ELECTRICAL ENG	168	1.09	449	623
ENGLISH	167	1.09	569	471
SOCIAL WORK	161	1.05	501	442
CIVIL ENG	152	0.99	427	589
PHYSICAL ED	151	0.98	357	410
OTHER ENGIN	150	0.98	460	605
SOCIOLOGY	139	0.90	474	449
URBAN DEVELOP	130	0.85	496	517
LIBRARY SCI	123	0.80	568	478
HOSPITAL ADMIN	121	0.79	479	473
MUSIC	119	0.77	476	442
INTERNAT REL	119	0.77	506	517
AGRICULTURE	114	0.74	398	467
COMMUNICATIONS	111	0.72	530	487
INDUSTRIAL ENG	93	0.61	473	614
FINE ARTS	80	0.52	465	448
MATHEMATICS	80	0.52	490	644
BIOLOGY	76	0.49	473	499
PUBLIC HEALTH	75	0.49	508	509
MECHANICAL ENG	73	0.48	438	630
INDUSTRIAL REL	71	0.46	459	477
ANTHROPOLOGY	69	0.45	554	505
CHEMISTRY	65	0.42	456	582
GEOLOGY	65	0.42	471	564
ARCHITECTURE	65	0.42	440	551
PHYSICS	60	0.39	478	619
GEOGRAPHY	56	0.36	523	534
NURSING	55	0.36	486	451
JOURNALISM	51	0.33	551	487
DRAMATIC ARTS	50	0.33	549	465
PHILOSOPHY	49	0.32	604	545
MICROBIOLOGY	46	0.30	465	512
LAW	42	0.27	440	401
FORESTRY	36	0.23	471	550
SPANISH	36	0.23	418	361
VET MEDICINE	35	0.23	525	576
DENTISTRY	35	0.23	505	515
LINGUISTICS	33	0.21	517	508
ZOOLOGY	32	0.21	580	562
OTHER FOR LANG	30	0.20	386	380
CHEMICAL ENG	27	0.18	401	623
BIOCHEMISTRY	27	0.18	466	568
PHARMACY	25	0.16	450	545
MEDICINE	25	0.16	543	594
ART HISTORY	23	0.15	551	503
APPLIED MATH	22	0.14	489	649
SOCIAL PSYCH	20	0.13	487	483
AMER STUDIES	20	0.13	572	489
FRENCH	19	0.12	498	473
SPEECH	19	0.12	492	445
METALLURGY	18	0.12	401	612
OCEANOGRAPHY	18	0.12	527	616
BOTANY	18	0.12	550	592
PHYSIOLOGY	18	0.12	537	606
PHYS THERAPY	18	0.12	489	449
ARCHAEOLOGY	16	0.10	503	464
AERONAUT ENG	15	0.10	467	615
STATISTICS	14	0.09	451	669
PHARMACOLOGY	13	0.08	365	435
ENTOMOLOGY	13	0.08	440	485
ACOUSTICS	12	0.08	481	473
PATHOLOGY	11	0.07	509	543
NUTRITION	9	0.06	454	520
FAR EAST LANG	7	0.05	654	581
BIOPHYSICS	7	0.05	521	604
ANATOMY	7	0.05	541	537
GERMAN	7	0.05	504	461
BACTERIOLOGY	6	0.04	463	467
CLASSICAL LANG	6	0.04	682	603
COMPARE LIT	5	0.03	446	400
HOME ECONOMICS	5	0.03	510	492
RUSSIAN	5	0.03	456	454
NEAR EAST LANG	5	0.03	580	440
PARASITOLOGY	4	0.03	363	393
ASTRONOMY	4	0.03	565	613
OPTOMETRY	2	0.01	525	525
OCCUP THERAPY	2	0.01	520	450
SLAVIC STUDIES	2	0.01	535	485
GENETICS	2	0.01	715	710
MINING	1	0.01	540	630
ITALIAN	1	0.01	650	580
OSTEOPATHY	0	0.0	0	0
NOT IN ABOVE	1306	8.50	411	441
UNDECIDED	326	2.12	449	465
TOTAL	15367	100.00	468	486
NO RESPONSE	448	2.83*	406	446

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE,1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.11. RANK ORDER OF INTENDED GRADUATE MAJOR FOR FEMALES AGE 30 OR MORE

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	4156	21.98	476	410
OTHER SOC SCI	2547	13.47	453	383
NURSING	1023	5.41	516	428
PSYCHOLOGY	986	5.22	579	477
GUIDANCE/COUNS	899	4.76	488	408
LIBRARY SCI	841	4.45	547	434
EDUC ADMIN	820	4.34	486	412
OTHER BIOL SCI	566	2.99	471	404
ENGLISH	501	2.65	589	422
OTH HUMANITIES	399	2.11	485	382
SOCIAL WORK	396	2.09	532	419
EDUC PSYCH	263	1.39	551	458
PUBLIC ADMIN	207	1.10	529	436
HOME ECONOMICS	177	0.94	458	402
SOCIOLOGY	169	0.89	535	415
HISTORY	167	0.88	576	443
BUSINESS/COMRCE	156	0.83	519	474
PUBLIC HEALTH	153	0.81	536	456
FINE ARTS	152	0.80	513	418
MUSIC	150	0.79	520	423
ANTHROPOLOGY	125	0.66	587	440
OTHER PHYS SCI	119	0.63	465	443
RELIGIOUS STD	115	0.61	561	432
HOSPITAL ADMIN	113	0.60	491	412
BIOLOGY	87	0.46	543	510
COMMUNICATIONS	87	0.46	514	418
SPEECH	85	0.45	537	416
NUTRITION	78	0.41	501	441
POLITICAL SCI	78	0.41	574	458
SPANISH	75	0.40	498	386
ART HISTORY	74	0.39	609	444
CIVIL ENG	64	0.34	472	400
COMPUTER SCI	64	0.34	562	643
URBAN DEVELOP	63	0.33	553	480
PHYSICAL ED	62	0.33	437	401
JOURNALISM	58	0.31	575	423
LINGUISTICS	58	0.31	564	475
MATHEMATICS	55	0.29	495	613
OTHER FOR LANG	55	0.29	422	343
DRAMATIC ARTS	49	0.26	566	409
SOCIAL PSYCH	44	0.23	570	435
FRENCH	44	0.23	563	423
MICROBIOLOGY	43	0.23	510	499
ECONOMICS	40	0.21	525	509
BIOCHEMISTRY	38	0.20	482	503
COMPARE LIT	34	0.18	565	433
AGRICULTURE	31	0.16	585	480
CHEMISTRY	28	0.15	568	596
GEOGRAPHY	24	0.13	549	427
LAW	24	0.13	521	424
INTERNAT REL	23	0.12	477	401
ARCHITECTURE	23	0.12	586	533
ARCHAEOLOGY	23	0.12	614	453
PHILOSOPHY	22	0.12	559	437
PHYSIOLOGY	22	0.12	571	545
VET MEDICINE	22	0.12	622	568
AMER STUDIES	21	0.11	609	433
OCCUP THERAPY	19	0.10	547	422
GERMAN	18	0.10	526	402
INDUSTRIAL REL	17	0.09	565	484
BOTANY	16	0.08	541	498
GEOLOGY	15	0.08	581	555
ZOOLOGY	15	0.08	607	537
PATHOLOGY	14	0.07	485	482
GENETICS	14	0.07	571	551
AGRICULTURE	11	0.06	542	476
PHYS THERAPY	11	0.06	551	475
PHARMACOLOGY	11	0.06	486	475
CLASSICAL LANG	10	0.05	658	512
OTHER ENGIN	9	0.05	552	593
ANATOMY	9	0.05	517	474
FAR EAST LANG	9	0.05	460	462
MEDICINE	9	0.05	580	588
OCEANOGRAPHY	8	0.04	486	441
FORESTRY	7	0.04	581	485
ELECTRICAL ENG	6	0.03	523	580
RUSSIAN	6	0.03	658	540
STATISTICS	6	0.03	643	698
APPLIED MATH	6	0.03	578	660
DENTISTRY	6	0.03	415	415
BACTERIOLOGY	6	0.03	492	507
PHYSICS	5	0.03	526	616
INDUSTRIAL ENG	5	0.03	544	600
ASTRONOMY	4	0.02	593	508
ITALIAN	4	0.02	438	368
SLAVIC STUDIES	4	0.02	605	423
PHARMACY	4	0.02	465	488
PARASITOLOGY	3	0.02	557	573
ENTOMOLOGY	3	0.02	377	383
MECHANICAL ENG	2	0.01	520	550
AERONAUT ENG	2	0.01	695	530
CHEMICAL ENG	2	0.01	305	445
OPTOMETRY	1	0.01	390	410
OSTEOPATHY	1	0.01	490	420
NEAR EAST LANG	1	0.01	600	380
MINING	0	0.0	0	0
METALLURGY	0	0.0	0	0
BIOPHYSICS	0	0.0	0	0
NOT IN ABOVE	1291	6.83	415	353
UNSPECIFIED	516	2.73	506	429
TOTAL	18904	100.00	497	417
NO RESPONSE	543	2.76*	451	365

* BASED ON ALL GRE REGISTRANTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.12. RANK ORDER OF INTENDED GRADUATE MAJOR FOR CANDIDATES WHO RECEIVED BACHELORS DEGREE 1967 OR EARLIER

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	3667	19.64	486	433
OTHER SOC SCI	2512	13.46	455	416
EDUC ADMIN	1589	8.51	475	448
GUIDANCE/COUNS	820	4.39	496	434
LIBRARY SCI	627	3.36	560	449
PSYCHOLOGY	619	3.32	602	520
NURSING	461	2.47	520	427
BUSINESS/COMRCE	396	2.12	504	544
PUBLIC ADMIN	395	2.12	522	498
OTHER BIOL SCI	382	2.05	475	447
OTH HUMANITIES	378	2.02	495	413
ENGLISH	343	1.84	600	440
RELIGIOUS STD	315	1.69	548	480
EDUC PSYCH	279	1.49	552	482
OTHER PHYS SCI	272	1.46	442	532
SOCIAL WORK	252	1.35	548	445
COMPUTER SCI	177	0.95	557	659
MUSIC	175	0.94	512	429
HISTORY	173	0.93	585	478
POLITICAL SCI	140	0.75	548	492
HOME ECONOMICS	131	0.70	459	406
ECONOMICS	131	0.70	500	579
PHYSICAL ED	124	0.66	405	406
SOCIOLOGY	120	0.64	546	457
CIVIL ENG	114	0.61	457	543
PUBLIC HEALTH	113	0.61	570	510
COMMUNICATIONS	107	0.57	558	480
HOSPITAL ADMIN	105	0.56	509	450
FINE ARTS	99	0.53	529	443
BIOLOGY	88	0.47	526	514
URBAN DEVELOP	81	0.43	534	517
MATHEMATICS	79	0.42	489	645
ELECTRICAL ENG	77	0.41	474	641
OTHER ENGIN	71	0.38	473	604
ANTHROPOLOGY	68	0.36	615	478
INTERNAT REL	63	0.34	530	524
JOURNALISM	58	0.31	598	456
SPEECH	57	0.31	558	432
CHEMISTRY	56	0.30	506	599
NUTRITION	55	0.29	506	447
DRAMATIC ARTS	53	0.28	584	447
AGRICULTURE	51	0.27	408	448
INDUSTRIAL ENG	50	0.27	494	615
LINGUISTICS	48	0.26	554	486
SPANISH	44	0.24	551	416
GEOGRAPHY	43	0.23	534	526
MICROBIOLOGY	43	0.23	498	502
ART HISTORY	40	0.21	618	477
OTHER FOR LANG	38	0.20	428	375
FRENCH	37	0.20	577	435
MECHANICAL ENG	35	0.19	472	644
ARCHITECTURE	35	0.19	528	558
INDUSTRIAL REL	33	0.18	552	495
FORESTRY	32	0.17	492	536
GEOLOGY	29	0.16	491	561
SOCIAL PSYCH	27	0.14	596	470
AGRICLLGY	27	0.14	572	469
PHYSICS	26	0.14	453	641
BIOCHEMISTRY	25	0.13	469	482
DENTISTRY	22	0.12	546	538
VET MEDICINE	22	0.12	630	558
AMER STUDIES	20	0.11	639	484
PHILOSOPHY	20	0.11	635	580
MEDICINE	19	0.10	582	641
LAW	19	0.10	457	392
PHYSIOLOGY	18	0.10	618	591
ZOOLOGY	18	0.10	565	549
PHARMACY	17	0.09	436	509
OCCUP THERAPY	17	0.09	573	447
OCEANOGRAPHY	16	0.09	538	596
BOTANY	16	0.09	582	583
PATHOLOGY	16	0.09	546	540
STATISTICS	15	0.08	475	653
PHYS THERAPY	14	0.07	520	469
CLASSICAL LANG	13	0.07	695	542
CORRARE LIT	12	0.06	617	436
CHEMICAL ENG	11	0.06	445	660
APPLIED MATH	11	0.06	571	690
ARCHAEOLOGY	9	0.05	614	471
FAR EAST LANG	9	0.05	514	483
PHARMACOLOGY	9	0.05	383	473
ANATOMY	8	0.04	603	574
AERONAUT ENG	7	0.04	550	604
GENETICS	7	0.04	526	541
ENTOMOLOGY	7	0.04	460	487
GERMAN	6	0.03	528	462
BIOPHYSICS	4	0.02	473	573
SLAVIC STUDIES	4	0.02	550	463
OPTOMETRY	4	0.02	505	550
BACTERIOLOGY	4	0.02	513	548
METALLURGY	4	0.02	390	585
RUSSIAN	3	0.02	593	503
ASTRONOMY	3	0.02	693	630
ITALIAN	2	0.01	575	500
PARASITOLOGY	2	0.01	445	550
NEAR EAST LANG	2	0.01	660	480
MINING	1	0.01	540	630
OSTEOPATHY	0	0.0	0	0
NOT IN ABOVE	1402	7.51	421	406
UNDECIDED	371	1.99	501	457
TOTAL	18669	100.00	497	455
NO RESPONSE	220	1.16*	438	424

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.13. RANK ORDER OF INTENDED GRADUATE MAJOR FOR MALES WHO RECEIVED BACHELORS DEGREE 1967 OR EARLIER

	N	%	MEAN GRE-V	MEAN GRE-Q
OTHER SOC SCI	1033	13.39	451	456
EDUC ADMIN	957	12.41	463	467
EDUCATION	821	10.64	484	487
BUSINESS/COMRCE	314	4.07	494	559
PUBLIC ADMIN	300	3.89	511	510
GUIDANCE/COUNS	261	3.38	478	459
RELIGIOUS STD	242	3.14	537	493
PSYCHOLOGY	240	3.11	593	542
OTHER PHYS SCI	201	2.61	436	562
OTH HUMANITIES	160	2.07	476	439
COMPUTER SCI	133	1.72	551	662
ECONOMICS	114	1.48	500	588
OTHER BIOL SCI	113	1.46	445	500
EDUC PSYCH	105	1.36	522	490
HISTORY	102	1.32	575	505
POLITICAL SCI	99	1.28	535	501
PHYSICAL ED	81	1.05	396	411
CIVIL ENG	80	1.04	453	613
ENGLISH	80	1.04	582	472
LIBRARY SCI	76	0.99	587	482
ELECTRICAL ENG	75	0.97	469	643
MUSIC	69	0.89	488	448
OTHER ENGIN	65	0.84	461	605
SOCIAL WORK	64	0.83	533	488
SOCIOLOGY	58	0.75	525	486
HOSPITAL ADMIN	57	0.74	500	465
COMMUNICATIONS	57	0.74	556	512
INTERNAT REL	53	0.69	534	534
URBAN DEVELOP	49	0.64	517	535
AGRICULTURE	46	0.60	398	452
INDUSTRIAL ENG	45	0.58	492	616
MATHEMATICS	44	0.57	487	669
PUBLIC HEALTH	42	0.54	555	545
CHEMISTRY	36	0.47	468	591
MECHANICAL ENG	34	0.44	470	648
GEOGRAPHY	33	0.43	538	548
FINE ARTS	31	0.40	491	471
BIOLOGY	28	0.36	466	491
GEOLOGY	26	0.34	468	555
FORESTRY	25	0.32	493	566
DRAMATIC ARTS	25	0.32	593	487
INDUSTRIAL REL	23	0.30	517	487
ARCHITECTURE	22	0.29	455	561
DENTISTRY	22	0.29	546	538
PHYSICS	22	0.29	446	640
PHILOSOPHY	18	0.23	826	569
MICROBIOLOGY	18	0.23	506	523
JOURNALISM	17	0.22	601	491
ZOOLOGY	15	0.19	569	574
OTHER FOR LANG	15	0.19	417	402
ANTHROPOLOGY	15	0.19	561	513
MEDICINE	14	0.18	572	641
OCEANOGRAPHY	14	0.18	536	626
PHARMACY	14	0.18	435	513
VET MEDICINE	13	0.17	615	625
LINGUISTICS	13	0.17	515	513
SPANISH	13	0.17	464	391
LAW	12	0.16	407	365
STATISTICS	11	0.14	426	674
FRENCH	11	0.14	503	441
CHEMICAL ENG	9	0.12	460	679
APPLIED MATH	9	0.12	557	672
PHYSIOLOGY	9	0.12	572	618
BIOCHEMISTRY	8	0.10	440	480
BOTANY	8	0.10	538	596
PHYS THERAPY	8	0.10	466	431
ART HISTORY	8	0.10	568	470
SPEECH	8	0.10	533	465
AMER STUDIES	7	0.09	616	504
SOCIAL PSYCH	6	0.08	533	495
ENTOMOLOGY	6	0.08	458	488
PATHOLOGY	6	0.08	563	582
AERONAUT ENG	5	0.06	452	634
ANDIOLOGY	5	0.06	448	420
NUTRITION	4	0.05	488	593
PHARMACOLOGY	4	0.05	323	470
BIOPHYSICS	4	0.05	473	573
NURSING	4	0.05	388	363
CLASSICAL LANG	4	0.05	690	573
METALLURGY	4	0.05	390	585
ANATOMY	3	0.04	533	547
HOME ECONOMICS	3	0.04	540	463
FAR EAST LANG	3	0.04	650	547
OPTOMETRY	2	0.03	525	525
ARCHAEOLOGY	2	0.03	510	455
SLAVIC STUDIES	2	0.03	535	485
ASTRONOMY	2	0.03	805	760
GERMAN	1	0.01	420	330
NEAR EAST LANG	1	0.01	720	580
ITALIAN	1	0.01	650	580
OCCUP THERAPY	1	0.01	530	290
MINING	1	0.01	540	630
PARASITOLOGY	1	0.01	260	440
COMPARE LIT	1	0.01	510	250
RUSSIAN	1	0.01	270	340
GENETICS	0	0.0	0	0
OSTEOPATHY	0	0.0	0	0
BACTERIOLOGY	0	0.0	0	0
NOT IN ABOVE	664	8.61	421	453
UNDECIDED	123	1.59	475	485
TOTAL	7714	100.00	484	498
NO RESPONSE	86	1.10*	420	473

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

TABLE C.14. RANK ORDER OF INTENDED GRADUATE MAJOR FOR FEMALES WHO RECEIVED BACHELORS DEGREE 1967 OR EARLIER

	N	%	MEAN GRE-V	MEAN GRE-Q
EDUCATION	2842	25.99	487	417
OTHER SOC SCI	1477	13.50	459	388
EDUC ADMIN	631	5.77	494	421
GUIDANCE/COUNS	559	5.11	505	422
LIBRARY SCI	551	5.04	556	444
NURSING	456	4.17	521	427
PSYCHOLOGY	375	3.43	608	506
OTHER BIOL SCI	269	2.46	488	424
ENGLISH	263	2.40	605	430
OTH HUMANITIES	218	1.99	508	395
SOCIAL WORK	188	1.72	553	430
EDUC PSYCH	173	1.58	569	476
HOME ECONOMICS	128	1.17	457	404
MUSIC	106	0.97	528	417
PUBLIC ADMIN	93	0.85	561	463
BUSINESS/COMRCE	82	0.75	542	487
RELIGIOUS STD	73	0.67	582	439
PUBLIC HEALTH	71	0.65	579	489
OTHER PHYS SCI	71	0.65	460	449
HISTORY	71	0.65	600	439
FINE ARTS	68	0.62	546	430
SOCIOLOGY	62	0.57	565	429
BIOLOGY	60	0.55	554	524
ANTHROPOLOGY	53	0.48	631	468
NUTRITION	51	0.47	507	435
COMMUNICATIONS	50	0.46	559	444
SPEECH	49	0.45	562	427
HOSPITAL ADMIN	48	0.44	519	430
COMPUTER SCI	44	0.40	577	651
PHYSICAL ED	43	0.39	422	397
JOURNALISM	41	0.37	596	441
POLITICAL SCI	41	0.37	569	469
MATHEMATICS	35	0.32	491	615
CIVIL ENG	34	0.31	466	379
LINGUISTICS	34	0.31	568	472
ART HISTORY	32	0.29	631	479
SPANISH	31	0.28	587	426
URBAN DEVELOP	31	0.28	560	487
DRAMATIC ARTS	28	0.26	576	412
FRENCH	26	0.24	608	433
MICROBIOLOGY	25	0.23	492	487
OTHER FOR LANG	23	0.21	434	357
AGRICULTURE	21	0.19	601	480
SOCIAL PSYCH	21	0.19	614	463
CHEMISTRY	20	0.18	575	613
ECONOMICS	17	0.16	502	513
BIOCHEMISTRY	17	0.16	483	482
OCCUP THERAPY	16	0.15	576	457
AMER STUDIES	13	0.12	651	472
ARCHITECTURE	13	0.12	653	554
COMPARE LIT	11	0.10	626	453
PATHOLOGY	10	0.09	536	515
GEOGRAPHY	10	0.09	524	450
INDUSTRIAL REL	10	0.09	631	512
INTERNAT REL	10	0.09	505	467
VET MEDICINE	9	0.08	652	559
CLASSICAL LANG	9	0.08	697	528
PHYSIOLOGY	9	0.08	664	563
BOTANY	8	0.07	628	565
FORESTRY	7	0.06	490	426
LAW	7	0.06	544	437
GENETICS	7	0.06	526	541
ARCHAEOLOGY	7	0.06	644	476
OTHER ENGIN	6	0.05	597	593
PHYS THERAPY	6	0.05	565	518
FAR EAST LANG	6	0.05	447	452
INDUSTRIAL ENG	5	0.05	514	612
ANATOMY	5	0.05	644	590
GERMAN	5	0.05	550	488
MEDICINE	5	0.05	610	642
AGRICULTURE	5	0.05	456	422
PHARMACOLOGY	5	0.05	432	476
PHYSICS	4	0.04	493	648
STATISTICS	4	0.04	583	595
BACTERIOLOGY	4	0.04	513	548
ZOOLOGY	3	0.03	543	427
PHARMACY	3	0.03	443	453
GEOLOGY	3	0.03	687	617
AERONAUT ENG	2	0.02	695	530
PHILOSOPHY	2	0.02	710	675
CHEMICAL ENG	2	0.02	375	575
OPTOMETRY	2	0.02	485	575
SLAVIC STUDIES	2	0.02	565	440
APPLIED MATH	2	0.02	635	770
OCEANOGRAPHY	2	0.02	545	390
ELECTRICAL ENG	2	0.02	640	545
RUSSIAN	2	0.02	755	585
ASTRONOMY	1	0.01	470	370
PARASITOLOGY	1	0.01	630	660
NEAR EAST LANG	1	0.01	600	380
ENTOMOLOGY	1	0.01	470	480
ITALIAN	1	0.01	500	420
MECHANICAL ENG	1	0.01	530	520
DENTISTRY	0	0.0	0	0
METALLURGY	0	0.0	0	0
OSTEOPATHY	0	0.0	0	0
MINING	0	0.0	0	0
BIOPHYSICS	0	0.0	0	0
NOT IN ABOVE	738	6.75	422	364
UNDECIDED	248	2.27	514	443
TOTAL	10937	100.00	506	425
NO RESPONSE	134	1.21*	450	352

* BASED ON ALL GRE RESPONDENTS OCTOBER, 1975 - JUNE, 1976, WHO COMPLETED GRE AND BACKGROUND QUESTIONNAIRE

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